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ABSTRACT

The National Center on Educational Restructuring and Inclusion (NCERI) has conducted a nationwide study to identify where inclusion programs are taking place. Chief state school officers identified local districts in which inclusive education was taking place. These districts were then contacted requesting further information and this document summarizes that information. The study found that inclusion programs are taking place across the country but usually in some, not all, schools in a district, grades, and involve some, not all, students with disabilities. Other findings included that no district requires inclusion for all students with disabilities, that students with all handicapping conditions are effectively included, that most inclusion programs are newly implemented, that there significantly fewer inclusive programs at the secondary level, and that comprehensive program evaluations of inclusion are limited. This report begins with a discussion of trends in educational restructuring and inclusion. It then provides a national perspective on special education with consideration of placement patterns, recent court decisions that support inclusion, parent and family attitudes, and responses from educational organizations. The third section addresses inclusion directly by providing a definition of the term, including factors necessary for restructuring and inclusion, models and classroom practices that support inclusion. Much of the report consists of the state-by-state reports which provide descriptions of programs in individual school districts. District listings by state complete the report. (Contains 16 references.) (DB)

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The National Center on Educational Restructuring and Inclusion has been established to promote and support educational programs where all students are served effectively in inclusive settings.

Toward this goal, the National Center:

- Addresses issues of national and local policy
- Disseminates information about programs, practices, evaluation, and funding
- Provides training and technical assistance
- Builds a network of inclusion districts
- Identifies individuals with expertise in inclusion
- Conducts research
- Infuses inclusion into educational restructuring.

National Center on Educational
Restructuring and Inclusion
Dr. Dorothy Kerzner Lipsky, Director

The Graduate School and University Center
The City University of New York
33 West 42 Street
New York, NY 10036

Telephone: (212) 642-2656 or 2151
FAX: (212) 642-1972

NATIONAL STUDY OF INCLUSIVE EDUCATION

National Center on Educational Restructuring & Inclusion
The Graduate School and University Center
The City University of New York

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NATIONAL STUDY OF INCLUSIVE EDUCATION

I: Educational Restructuring and Inclusion

Recent national attention has focussed on educational restructuring as a means to address the poor performance of schools in the United States.

If the current dual system of education -- one for students with disabilities and the other for those in general education -- provided the desired academic, behavioral and social outcomes for students, there would be no need for the national, state, and local mandates calling for fundamental educational changes. As a result of the failure to achieve desired outcomes for special education students, families and advocates have called for all students to be educated in general education settings with the necessary support services and supplementary aids for the students and their teachers to be successful. Such restructuring has been called "inclusion."

What do we mean by inclusion? What is it? What is it not?

Inclusion is the provision of services to students with disabilities, including those with severe handicaps, in their neighborhood school, in age-appropriate general education classes, with the necessary support services and supplementary aids (for the child and the teacher) both to assure the child's success -- academic, behavioral, and social -- and to prepare the child to participate as a full and contributing member of the society.

It is not "dumping" nor failing to recognize both the reality and the law's requirement that each child is unique and thus requires a program designed to meet her or his individual needs. It is not cutting needed services and calling that "inclusion." Nor is it benefitting some students at the expense of others. Inclusion is not relabelled "mainstreaming", which posits two separate systems -- general and special education-- and has largely been limited to non-academic activities.

The recently adopted "Goals 2000" legislation reflects the challenges presented by the failures of the current educational system and the hopes of the future.

The mandates of "Goals 2000" include:

- National educational goals, to be achieved by the year 2000:
    - All children in America will start school ready to learn.
    - The high school graduation rate will increase to at least 90 percent.
    - All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

- United States students will be first in the world in mathematics and science achievement.

- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

- The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

- National Educational Goals Panel to build public support for the Goals, report on the nation's progress toward meeting the Goals, review standards submitted to the National Education Standards and Improvement Council.

- National Education Standards and Improvement Council to examine and certify voluntary national standards; state standards for content, student performance, and opportunities to learn; and student assessment systems.

- National Skill Standards Board to stimulate the development of a voluntary national system of occupational standards and certification.

The legislation makes clear that in the use of the word "all", the "goals" are to apply to all students, including those with disabilities.

Background

The problems in general education are evidenced in a series of reports, dating at least to A Nation At Risk (1983). The widespread calls for restructuring, systemic reform, and development of "world class" schools reflect these failures. A recent report of the Policy Information Center, Educational Testing Service, identifies the following key education issues of the 1990s: the gender gap; tracking; testing; public school choice; the role(s) of the family; science; mathematics achievement; the nature of educational reform; the transition from school-to-college and from school-to-work; readiness for school; teaching; minorities in graduate education; developing the skills and knowledge of the workforce; and linking educational assessments to instruction and accountability.

A comprehensive concept of restructuring was presented at the 1993 Institute on Urban Special Education, Graduate School of Education, Harvard University, by the current director of the Office of Special Education Programs, U.S. Department of Education, Tom Hehir. Restructuring includes the following principles:

- the way in which we run public schools -- moving away from centralized bureaucratic structures toward a recognition of the centrality of the school site;
- understanding schools exist in a society that is wonderfully diverse, and, thus, schools must be equitable enterprises which effectively serve all students;
- recognizing that schools serve communities, and, therefore, the need to embrace those communities, including parents, community agencies, businesses, and community members;

- restructuring is not simply a matter of changes in governance but must include more effective ways to provide instruction;

- competent and committed teachers, who are respected and honored, are central to improved education of all students.

Two additional concepts which concern students are worth noting:

- students are the producers of their own learning, and, thus, educational programs must be designed to enhance their interest and capacity to be effective workers in their own learning, with teachers and other adults serving as supporters, encouragers, and coaches;

- students possess multiple intelligences and that the profile across these intelligences of any individual is jagged, i.e., gifted in some and perhaps not so in others, and that educational programs must be organized recognizing and building upon this diversity among students.

The problems of the current special education system have been identified in an increasing flow of reports describing outcomes for students:

- the special education system serves close to 10 percent of school age children, more than 5 million youngsters;

- the cost of special education is approximately $30 billion per year and less than ten percent of these funds are federal (The remainder are state and local.)

- a disproportionate percentage of minority students are referred to and certified for special education (for example, the percentage of students labelled as "retarded" ranges from 26% among Black students in special education, 18% among Hispanic students, and 11% among white students), and placement of these students is in more restrictive settings;

- high drop out rates, often double that of other students, in excess of twenty percent;

- **low graduation rates -- only 45% of the students with disabilities leave school with a diploma, yet more than half of the special education student population nationally is classified as Learning Disabled;**

- **Special education graduates go on to post-secondary education at less than half the rate of general education graduates;**

- **Persons with disabilities have the highest unemployment rate of any population subgroup; and**

- **Limited access with community integration for adults with disabilities.**

The failures in our education system are not necessarily those of the school system alone. We live in a society where there continue to be economic, social and attitudinal barriers for many people. Many educators, parents, and advocates believe that the restructuring of our educational system is necessary to serve the needs of all students in inclusive classrooms.

U.S. Department of Education Assistant Secretary for Special Education and Rehabilitative Services Judith Heumann has stated:

> **Historically, we have had two educational systems, one for students with disabilities and one for everyone else. We are working to create one educational system that values all students. The regular classroom in the neighborhood school should be the first option for students with disabilities. Administrators and teachers must receive the training and the help they need to make that the best option as well.**

II: A National Perspective on Special Education

Placement Patterns

Since the passage of P.L. 94-142, nearly two decades ago, there have been two major developments:

- **a dramatic increase in the number of students served In 1993, nearly 1.2 million more students were served than were in the 1976-77 school year. The percentage increase last year was greater than in any year since the passage of the law. This is an extraordinary achievement in terms of access.**
- **a significant increase in students labelled as "Learning Disabled" The placement pattern, however, has remained nearly identical for the past decade and a half--about a third of the students served in regular classes, a third in Resource Rooms, and a third in special classes and more separate settings.**

There is considerable variation among the states in the implementation of IDEA, the Individuals with Disabilities Education Act, as the federal law is now titled. While the national average for students with all disabilities placed in general education classes during the 1990-91 school year was 33 percent, the range among the states was from 3 percent to 91 percent. For those served in Resource Rooms, the national average was 37 percent, with a range from 4 to 79 percent. For those served in separate classes or more

restrictive placements, the national average was 30 percent, with a range from 0.0 percent to 43 percent.

Recent Court Decisions that Support Inclusion

Recent court decisions have supported students' rights to be included in general education classrooms. In the past several years, four federal district courts have issued similar decisions supporting inclusion. The cases involve an 11 year old with Down syndrome, a nine year old labelled as mentally retarded, a kindergarten student with severe behavior problems, and a student with severe mental retardation and physical disabilities.

In Daniel R.R. v. State Board of Education, the Fifth Circuit in 1989 developed a standard for determining when placement full time in a general education class with supplementary aids and services is appropriate and when removal to a special education class is educationally justified. The first step in this process, the court held, is to "examine whether the state has taken the steps to accommodate the handicapped child in regular education." That is whether it has provided supplementary aids and services and modified the regular education program to meet the needs of the student. If the state has failed to do this, then it is in violation of the law. In making these accommodations, the court set forth two limits: 1. the general education teacher is not required to devote all or most of her or his time to the child with a disability and 2. the general education program need not be modified beyond recognition.

The next step, the court held, is to determine whether the child will benefit from this modified general education program. The benefits to be examined included academic achievement, but they are not limited to it; the court stated, that "Integrating a handicapped child into a nonhandicapped environment may be beneficial in and of itself." Finally, the court stated that school districts may examine the effect of the disabled child's presence on other children. The standards for this are narrowly drawn.

In Greer v. Rome City School, the 11th Circuit in 1991 held that the case turned on the first prong of the Daniel R.R. two part test. That is, whether education in the general education classroom can be achieved satisfactorily with the use of supplementary aids and services. It stated, "before the school district may conclude that a handicapped child should be educated outside the regular classroom, it must consider whether supplemental aids and services would permit satisfactory education in the regular classroom." The school district may consider the cost of such services; however, mere incremental additional costs are not a sufficient basis to deny the child placement in the general education class. Only when such costs "would significantly impact upon the education of other children in the district" may such a placement be denied the child with a disability.

In Oberti v. Board of Education of the Borough of Clementon School District, the 3rd Circuit in 1993 emphasized that the burden of proving compliance with the law's requirement is squarely on the school district. The court placed heavy emphasis on the use of supplementary aids and services as a means of accommodating a child with disabilities. The use of these services, the court held, was the key to resolving any tension between IDEA's presumption in favor of regular placement and providing an individualized program tailored to the specific needs of each disabled child. It emphasized that many of the special education techniques, used in separate classes, can be successfully imported into a regular classroom and that the regular classroom teacher could be trained to apply these techniques. It also pointed to the "reciprocal benefits of inclusion to the nondisabled students in the class." In considering the potential disruptive effect of the disabled child in the classroom, the court held that were the school district to provide the appropriate services there was no reason to believe any behavior problem could not be addressed in the regular classroom. Affirming this decision, the court of appeals stated, "Inclusion is a right, not a privilege for a select few." It went on to state:

> We construe IDEA's mainstreaming requirement to prohibit a school from placing a child with disabilities outside of a regular classroom if educating the child in the regular classroom, with supplementary aids and support services, can be achieved satisfactorily.

In Sacramento City Unified School District v. Rachel Holland, in 1994 the 9th Circuit found that the goals and objectives of Rachel's IEP could be achieved in the general education class, with curriculum modification and supplementary aids and services. It also found that Rachel derived significant non-academic benefits from a general educational class placement. It held that the school district had failed to meet its burden of showing that the special education class was at least equal or superior to the regular class in providing academic benefit. In terms of cost, the court held that the district failed to present any persuasive or credible evidence that educating Rachel in a regular classroom with appropriate services would be significantly more expensive than educating her in a separate class. The school district's appeal to the U.S. Supreme Court to review this decision was denied.

The Office of Special Education and Rehabilitative Services is directed by Assistant Secretary Judith Heumann, a strong supporter of educational reform and inclusion. The Department has distributed the Oberti decision to chief state school officers, superintendents of schools, and to special education directors. It filed an amicus brief in Holland v. Sacramento Unified School District, stating that IDEA:

> prohibits a school from placing a child with disabilities outside the regular classroom if educating the child in the regular classroom, with supplementary aids and support services, can be achieved satisfactorily.

Parent and Family Attitudes

Increasingly, many families of children with disabilities are insisting on placement for their children in general education settings, with the necessary supplementary aids and support services. Especially active are families of young children, having benefitted from IDEA's preschool programs in integrated settings, who are now insisting that such options be available for their children in the public schools.

TASH: The Association for Persons with Severe Handicaps, the nation's largest organization of professionals and parents concerned with children with severe disabilities, continues its long-standing commitment to full inclusion. Additionally, The PEAK Parent Center, in Colorado, is concerned with family involvement and has been funded by the Department of Education to provide training and technical assistance on issues of inclusion. And a growing number of chapters of Schools Are For Everyone (SAFE) advocate for full inclusion. A further indication of the growing support for inclusion are the numerous books and articles written by parents and other family members.

Responses from Educational Organizations

Support for special and general education students being educated together has long been proposed by many general and special educators. A new development, however, is the support from general education organizations.

The National Association of State Boards of Education urges states "to create a new belief system" of inclusion, and calls for retraining teachers and the revision of special education funding formulas which support more restrictive placements.

The National Education Association, the nation's largest organization of teachers, has stated that, "The current state of knowledge about successful practice makes this an opportune time to reflect on how schools can achieve high quality outcomes in integrated settings for all students."

The American Federation of Teachers (AFT) has cited instances of inappropriate implementation of inclusion, e.g., without adequate preparation of staff, lack of provision of necessary supports for students and/or teachers, and implementation for the purpose of saving money at the expense of student benefit. In proposals regarding the renewal of IDEA, the AFT has called for writing a "continuum of placements" into the law, reconsideration of the law's "stay put" provisions, authorizing teachers to refer students for services under IDEA, requiring that a child's teacher be a part of the team writing the student's IEP, and allowing teachers to report failure to provide services and offering protection to teachers who might hesitate to blow the whistle for fear of reprisal.

Other organizations and families concerned with students with disabilities are in conflict about inclusion. While many are not opposed to the concept, they are greatly concerned about issues of full access for their students. For example, within the deaf and the blind communities, the major national organizations are not unanimous.

III: What is Inclusion

Inclusion is more than court decisions, pronouncements, and policy statements. It is more than a matter of physical placement. It is a recognition that the current design of a separate special education system:

- does not provide the desired outcomes (academic, behavioral, social) for students;
- has failed to assure beneficial post-school outcomes;
- is not in keeping with the broad societal efforts of integration; and
- is excessively costly.

Many terms have been used concerning issues of placement of students with disabilities. "Least Restrictive Environment" is the law's term; "mainstreaming", although not found in the law, is the term commonly used, referring to special education students participating with general education students for a part of the school-day, mostly in non-academic settings. In some locations, borrowing from the language of race relations, "integration" is used. Each of the words or phrases assumes the existence of two separate systems, special education and general education, in which students labelled as "handicapped " spend a portion of time in one and a portion of time in the other.

A recent report, "Traversing the Mainstream: Regular Education and Students with Disabilities in Secondary Schools" (SRI, 1993) illuminates these points. Examining both in-school and post-school outcomes, it reports:

- failures for students with disabilities in both general and special education settings;
- the lack of appropriate services, e.g., fewer than half of the students in general education classes had their performance monitored by a special education teacher; only one in ten received modified tests; and only 7 percent received the benefit of an aide in the classroom;
- the absence of linkage between special and general education services or providers;
- placement of students in general education settings for reasons other than their educational needs;
- the absence of needed supplementary aids and support services for those students served in general education settings.

What the report describes is poorly done "mainstreaming", not inclusion.

Inclusive education (or inclusion) combines placement (LRE) with the appropriateness of the services provided, i.e., the law's requirement for the provision of a "free appropriate public education." Inclusion means:

> **providing to all students, including those with severe disabilities, equitable opportunities to receive effective educational services, with supplementary aids and support services as needed, in age-appropriate general education classes in their neighborhood schools, toward the outcome of preparing all students for productive lives as full members of the society.**

Central to this definition is the recognition that each student is an individual, and has unique strengths and needs. Pursuant to the requirements of IDEA for an individualized program, an inclusion program is designed and implemented in a manner which provides "supplementary aids and support services" to the student with disabilities which the individual student may require to succeed in the general education placement.

An increasing number of research, school district, and family reports indicate that "inclusion" classrooms offer the potential for the best academic, social, and behavioral outcomes for general and special education students.

Factors Necessary for Restructuring and Inclusion

Based upon the National Center's study and review of the research, at least six factors emerge as necessary for inclusion to succeed: visionary leadership, collaboration, refocussed use of assessment, supports for staff and students, adequate and targeted funding, and effective family involvement.

1. Visionary Leadership

An Indiana superintendent, commenting about what is necessary for inclusion to succeed, said it only took two things: "leadership and money." As to leadership, three elements are critical:

1. a positive view about the value of education to students with disabilities (It is

the application to them of the late Ron Edmonds' assertion that "all children can learn.");

2. an optimistic view of the capacity of teachers and schools to change and to accommodate the needs of all students; and

3. confidence that new educational processes will evolve over time and that all students can benefit from inclusion.

Illustrative of this vision is the statement of the director of special education services, South Burlington, Vermont, school district:

> Some years ago we came to view inclusion as a subset of the restructuring of the entire educational system. From this perspective, we no longer view special education as a means to help students meet the demands of the classroom, but rather as a part of the classroom services that must be available to accommodate the learning needs of all children in a restructured school.

Leadership does not mean only that of the official "leaders." The survey indicates that the initiation of inclusive education has come from many sources, including state leaders, school administrators, teachers, families, and school board members. It succeeds, however, only when all the stakeholders join in.

2. Collaboration

Collaboration is necessary both for inclusion programs to succeed, as well as an outcome of their implementation.

The traditional organization of schools has supported the separation of special and general education students. It has been based largely on teachers working individually within their own classroom. The achievement of inclusive education presumes that no one teacher can -- or ought -- be expected to have all the expertise that all the students in the classroom need. Rather, teachers working collaboratively in inclusive classrooms report the benefits of cooperative problem solving. Tools noted as successful include building planning teams, scheduling of time for teachers to work together, recognition of teachers as problem solvers, conceptualizing teachers as front-line researchers. During the implementation phase, most school districts report having provided time for the team of teachers to meet together, to plan and to problem solve, to develop materials and to document student progress.

Kentucky, a state with a fully developed comprehensive educational restructuring effort, incorporates inclusion as part of that redesign. Central is the collaborative teaching model which focuses on the delivery of the appropriate educational services within the general education classroom to all students. Kentucky defines collaborative teaching as a multidisciplinary approach (or team effort) to improve effective teaching skills through the following:

- direct communication among professionals;
- shared responsibility for problem prevention and problem solving;
- consistency in instructional service delivery for all students.

They found that the traditional "pull-out" and separate class programs did not work because:

- transition from the specialized curriculum to the general education curriculum did not take place;
- the student mastered the specialized materials but this curriculum was not compatible with the general education curriculum;
- the setting expectations are not adjusted to the learning style of the student.

3. Refocused Use of Assessment

Traditionally, student assessment has been used as a screening tool or gatekeeper to place students into defined groups or programs. Yet, there have been a myriad of studies as to the inadequacy of such standardized and informal testing for such purposes. In special education, the evaluation process has many critics. The most comprehensive of the studies, those of Jim Ysseldyke at the University of Minnesota, found that determination of whether a student should or should not be certified as "handicapped" was little better than "a flip of the coin." Recent reports indicate that once a student is referred for an evaluation for special education, more than three-quarters are certified. An additional critical problem is the disproportionate number of students of color and limited-English speaking students being certified for special education services.

Many school districts cited the need to find more educationally relevant and comprehensive assessments for the evaluation of students. Vermont, for example, has been developing alternative measures of performance. Attention has been given to portfolios of student's work and performances as a means to refocus the standardized assessment traditionally used by school districts to measure student outcomes. Newer assessment strategies are not used as a marker of teacher success nor to measure one district's or building's performance against that of another. Assessment is used not just as a comparative measure, but one that builds a greater understanding of the student and her or his needs. The establishment of standards and how to measure them for general and special education students are the critical work of the future. In a positive direction, for the first time, the board established to implement "Goals 2000" will include individuals with expertise concerning the education of students with disabilities.

4. Supports for Staff and Students

Regardless of the staff configuration adopted in an inclusive education classroom, districts report that two factors are essential for its success: (1) systematic staff development, and (2) flexible planning time so that the various staff members can meet and work together.

In a specific example of staff and student supports, the expert witnesses in the Oberti case described the types of strategies which could be used to support Rafael in the general education classroom:

- modifying some of the curriculum to accommodate Rafael's different level of ability;

- modifying only Rafael's program so that he would perform a similar activity or exercise to that performed by the whole class, but at a level appropriate to his ability;
- "parallel instruction", i.e., having Rafael work separately within the classroom on an activity beneficial to him while the rest of the class worked on an activity that Rafael could not benefit from;
- removing Rafael from the classroom to receive some special instruction or services.

Each of these activities, the witnesses said, could be provided by a general education teacher with proper training. Additional examples of supplementary aids and support services cited by school districts include the use of school aides or paraprofessionals, full- or part-time, short- or long-term; provision of needed therapy (related) services integrated into the regular school program; peer support, "buddy systems" or "circles of friends"; use of computer-aided technology and other assistive devices.

5. Funding

Inequities in funding, between "rich" and "poor" districts, characterize educational funding across the nation. In special education, the problem is exacerbated by funding formulas which encourage separate programs. The federally-funded Center for Special Education Funding confirms earlier research, namely that the particular funding formula used by a state has direct consequence for student placement, and inclusion. In Vermont, for example, the state special education director reports that changes in the funding formula was the essential change in their promotion of inclusive education for all students. Some districts report that while they believe it is better not to "label" children, they have had to certify children in order to gain the resources necessary to provide a quality program with supplementary aids and support services.

6. Effective Parent and Family Involvement

School districts report that effective family participation is critical to the success of their programs. Their participation is considerably more than a matter of procedures. Some schools encourage family participation through the provision in school settings of a wide array of support services, as well as in the development of programs which engage them as co-learners with their children. Programs which bring a wide array of services to children through the school provide two sets of benefits -- the direct benefits to the children and the opportunities provided for parents and other family members to become involved in school-based activities.

The knowledge and experience which families have about their family member with a disability becomes especially critical in inclusion programs, both in terms of their experience with the child outside of the school, as well as in terms of their hopes and dreams for the child when s/he completes school.

Models and Classroom Practices that Support Inclusion

Results of the national study indicate that there is no single model of inclusion; rather, there are several models in terms of differing roles for teachers:

- a co-teaching model, where the special education teacher co-teaches alongside of the general education teacher;
- parallel teaching, where the special education teacher works with a small group of students from a selected special student population, in a section of the general education classroom;
- co-teaching consultant model, where the special education teacher still operates a pull-out program, but also co-teaches within the general education classroom several hours a week;
- a team model, where the special education teacher teams up with one or more general education teachers to form a team, who are then together responsible for all the children in the class or at a particular level;
- methods and resource teacher model, where the special teacher, whose students have been distributed in general classes, works with the general education teachers.

Much of what is reported as necessary in inclusive education classrooms is congruent with broader changes in educational practices. In some states, as well as a number of local school districts, the work to develop inclusive education is integral with the broader educational reform efforts. Many of the practices are incorporated in the broad educational restructuring designs of the Coalition of Essential Schools developed by Ted Sizer at Brown University, the "Success for All" model developed by Bob Slavin at Johns Hopkins, Henry Levin's "Accelerated Learning Model" at Stanford, and Jim Comer's comprehensive design developed at Yale. Educational practices that were cited include:

Multi-level instruction which allows for different kinds of learning within the same curriculum. Here there is a focus on key concepts to be taught, variations in presentation methods, willingness to accept varying types of student activities, and acceptance of multiple outcomes, various ways in which students can express their learning, and diverse evaluation procedures.

Cooperative learning which involves heterogeneous groupings of students, allowing for students with a wide variety of skills and characteristics to work together. Differing models of cooperative learning give greater emphasis to the process of the group's work, and to assessing outcomes for individual members as well as the team as a whole. Cooperative learning promotes students planning and working together, skills identified as promoting success in the labor force.

Activity-based learning which gives emphasis to learning in natural settings and the production of actual work products. Assessment is based on student performance. Learning is not solely a classroom-based activity but encourages students to learn in community settings.

Mastery learning and outcomes based education which focus on the specifics of what a student is to learn and then allows sufficient opportunities for the student to gain "mastery." A range of instructional modalities is used and there is attention to

relearning, reteaching, as well as consideration of student's learning style(s).

Technology. The use of technology greatly enhances learning for students. Computer assisted instruction is used to reinforce concepts and to support individual students learning at their own pace. For teachers, using computers for administrative purposes allows for collecting and utilizing a wider variety of data about students. In special education, computers have been used as assistive devices, e.g., reading machines, braille-to-print typewriters, and simultaneous transcription devices.

Peer support and tutoring programs which were reported as having multiple advantages. Placing students in instructional roles often enhances the teaching resources of the school. It provides not only for those tutored (the tutee) but also the tutor and recognizes that students often learn best from teaching others. Peer programs support the concept that students must be the center of the learning process and that only they can learn for themselves.

The models reported above parallel data in a recent report by the U.S. Department of Education identifying programs for disadvantaged students. They are: Reading Recovery, computer-assisted instruction, peer-tutoring programs, extended-day programs, extended school-year efforts, schoolwide projects, "Success for All", Comer school development program, Paideia program, and Coalition of Essential Schools.

IV: The National Study of Inclusion Programs

The National Center on Educational Restructuring and Inclusion (NCERI) has conducted a nationwide study to identify where inclusion programs are taking place across the country. Each chief state school officer was contacted seeking information on local districts in which inclusive education was taking place. For those districts noted by the chief state school officer or the state director of special education, the National Center then contacted the local school district superintendent, requesting information about the inclusive education activities within the district. The data presented in the following pages comes from those responses, and other data collected by the National Center. All inclusive education programs that were submitted are listed. Some districts with special characteristics have supporting information presented. It is not the intent of this study to evaluate the inclusion programs reported by the districts; rather it is to value their reporting.

Key findings of the study include:

- inclusion programs are taking place across the country;
- inclusion programs are taking place in a wide range of locations -- in urban, suburban, and rural school districts, in large and small districts;
- inclusion programs operate in some -- not all -- schools in a district, at some -- not all -- grade levels, and involve some -- not all -- of the students with disabilities;

- inclusion programs are being initiated by administrators, teachers, parents, university faculty, state education departments, and as a result of court orders;
- additional national, state, and local research and evaluation is necessary to address issues of implementation, student outcomes, organizational and fiscal consequences;
- there is an emerging network of individuals and organizations within and among states involved in inclusive education practices;
- there are a wide array of materials on inclusive education practices, for teachers, administrators, and parents. These include videos, printed material, and training opportunities;
- no district identified requires inclusion for all students with disabilities. In keeping with the requirements of IDEA a continuum of options is available for students;
- students with each of IDEA's designated handicapping conditions are effectively included;
- school districts that report success indicate that the process takes time and requires planning and development.

Emerging from the study are a number of factors worth consideration as districts move forward in developing inclusion programs. These include:

- inclusion programs are for the most part newly implemented, with few in existence for more than a couple of years;
- there are significantly fewer inclusive education programs at the secondary level;
- the processes and procedures of implementing inclusion programs are not codified -- it is a developing art;
- comprehensive program evaluations of inclusion are limited. Evaluations are often anecdotal and focus on the special education students alone;

- there is a lack of data concerning the costs of the current system and of inclusion programs;

- there is a need for ongoing staff development;

- there is a need for ongoing parent and family involvement in program development and planning;

- certifying and labelling children to gain the resources necessary to provide educational services is considered wrong and unnecessary;

- the components of an inclusive IEP are yet to be fully developed;

- teachers fear the lack of adequate resources over time.

The national study on inclusion indicates that:

- the current dual special education/general education system is not providing the desired student outcomes;

- a restructured system to create quality educational programs for all children is needed;

- the Department of Education has taken a strong position favoring inclusion and the courts have declared inclusion a right for all students;

- inclusive education programs are being implemented in schools and districts across the country;

- successful programs combine positive attitudes with the necessary support services and supplementary aids for students, teachers, and family members; and

- support for inclusion is strong among program initiators. There is evidence from districts of growing support among staff and parents for implementing inclusive programs.

V: Recent Books on Inclusive Education

Biklen, D. (1992) Schooling without labels. Philadelphia: Temple University Press.

Giangreco, M. F., Cloninger, C.J., & Iverson, V.S. (1993). Choosing options and accommodations for children. Baltimore: Paul H. Brookes Publishing Co.

Lipsky, D. & Gartner, A. (Eds.) (1989). Beyond separate education: Quality education for all, Baltimore: Paul H. Brookes Publishing Co.

Lloyd, J.W., Singh, N.N., Repp, A.C. (1991). The Regular Education Initiative: Alternative perspectives on concepts, issues, and models. Sycamore, IL: Sycamore Publishing Company.

Moscovitch, E. (1993). Special education: Good intentions gone awry. Boston: Pioneer Institute for Public Policy Research.

Murray-Seegert, C. (1989). Nasty girls, thugs, and humans like us. (Baltimore: Paul H. Brookes Publishing Co.)

Porter, G.L. & Richler, D. (1991). Changing Canadian schools: Perspectives on disability and inclusion. Toronto: The Roeher Institute.

Putnam, J.W. (1993). Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom. Baltimore: Paul H. Brookes Publishing Co.

Sailor, W. et al. (1989). The comprehensive local school: Regular education for all students with disabilities. Baltimore: Paul H. Brookes Publishing Co.

Stainback, S. & Stainback, W. (Eds.) (1992). Curriculum considerations in inclusive classrooms: Facilitating learning for all students. Baltimore: Paul H. Brookes Publishing Co.

Stainback, S. Stainback, W., & Forest, M. (Eds.) (1989). Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes Publishing Co.

Stainback, W., & Stainback, S. (1992). Controversial issues confronting special education: Divergent perspectives. Boston: Allyn and Bacon.

Stainback, W. & Stainback, S. (Eds.) (1990). Support networks for inclusive schooling: Interdependent integrated education. Baltimore: Paul H. Brookes Publishing Co.

Thousand, J.S., Villa, R.A., & Nevin, A.I. (Eds.) (1994). Creativity and collaborative learning: A practical guide to empowering students and teachers. Baltimore: Paul H. Brookes Publishing Co.

Villa, R. et al. (Eds.) (1992). Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools. Baltimore: Paul H. Brookes Publishing Co.

Wang, M.C. (1992). Adaptive education strategies: Building on diversity. Baltimore: Paul H. Brookes Publishing Co.

VI: State-by-State Reports

For each state, there is a district-by-district listing, indicating the name of the district, its address and telephone number, the name of the superintendent, and then information provided by the district concerning its inclusive education activities.

We view this report as a "work in progress." New information and additional locations will be entered on an ongoing basis. We invite districts or states with inclusion programs to contact NCERI for specifics about being included in subsequent reports.

Alabama

In the spring of 1994, the state funded six districts for inclusion projects.

Coosa County
P.O. Box 118
Goodwater, AL 35072
(205) 839-6318
Superintendent: Larry Hardman

*Inclusion activities take place at the Goodwater Elementary school.

Florence City Schools
541 Riverview Drive
Florence, AL 35630
(205) 764-8421
Superintendent: Edison Barney

*Inclusion activities take place at Brandon Elementary.

Gadsden City
901 Raley Street
Gadsden, AL 35903
(205) 492-4952
Superintendent: Fred Taylor

*Inclusion activities take place at Adams Elementary.

Lawrence County
412 Main Street
Mouton, AL 35650
(205) 905-2450
Superintendent: Patrick Graham

*Inclusion activities take place at Moulton Elementary.

Mobile County Public Schools
6201 Swedeton Road
Theodore, AL 36582
(205) 653-8121
Superintendent: Paul Sousa

*Inclusion activities take place at Theodore High School.

Shelby County
5640 Chaba Valley Road
Birmingham, AL 35242
(205) 980-3630
Superintendent: Linda Nolen

*Inclusion activities take place at Oak Mountain Elementary.

Alaska

Anchorage School District
PO Box 196614
Anchorage, AK 99519
(907) 333-9561
Superintendent: Bob Christal

*Inclusion programs take place in this district, based on the Vermont model.

Kenai Peninsula Borough School District
148 North Binkley Street
Soldotna, AK 99669
(907) 262-4478
Superintendent: Walter Bromenschenkel

*The district serves some ten thousand students in 35 school sites; there are 1425 special services students. Inclusion activities are supported through the use of substitute days for collaboration and paraprofessionals to support student needs. The development of building-level intervention teams is seen as a major goal.

Arizona

Catalina Foothills School District
2101 East River Road
Tucson, AZ 85718
(602) 299-6446
Superintendent: David Ackerman

Paradise Valley Unified School District
15002 North 32nd Street
Phoenix, AZ 85032
(602) 867-5100
Superintendent: James Jurs

Sahuarita School District
P.O. Box 26
Sahuarita, AZ 85629
(602) 625-3502
Superintendent: Donald Wright

Arkansas

Bentonville Public Schools
400 N.W. 2nd Street
Bentonville, AR 72712
(501) 271-1100
Superintendent: Louis Halloway

***Inclusion activities take place at the Sugar Creek Elementary School.**

El Dorado Public Schools
200 West Oak
El Dorado, AR 71730
(501) 864-5001
Superintendent: Robert Watson

***Inclusion activities take place at the Northwest Elementary School.**

Hunstville Public Schools
14 F Street
Huntsville, AR 72740
(501) 738-2011
Superintendent: Chester Woodruf

***Inclusion activities take place at the Watson Elementary School.**

Little Rock Public Schools
810 West Markham Avenue
Little Rock, AR
(501) 324-2000
Superintendent: Henry Williams

***Inclusion activities take place at the Bates Elementary School.**

Vilonia Public Schools
PO Box 160
Vilonia, AR 72713
(501) 796-2113
Superintendent: Frank Mitchell

***Inclusion activities take place at the Vilonia Elementary School.**

California

Supported by the California Outreach project for Inclusion, some fifty local districts offer inclusive education as an option to students with disabilities.

Cajon Valley Union School District
189 Roanoke Road
La Cajon, CA 92022
(619) 588-3005
Superintendent: Dennis Smith

***Inclusion activities take place at Rancho San Diego Elementary School, which serves 550 students.**

Colusa County Office of Education
146 7th Street
Colusa, CA 95932
(916) 458-0350
Superintendent: JoAnn Saltzer

***Inclusion activities take place at the preschool, the elementary school, and the high school.**

Colusa Unified School District
400 Fremont
Colusa, CA 95932
(916) 458-5853
Superintendent: Jim Mark

***Inclusion activities take place at the elementary school.**

El Dorado County Office of Education
6767 Green Valley Road
Placerville, CA 95662
(916) 622-7130
Superintendent: Ken Lowry

***Inclusion activities take place at the middle school.**

Lassen County SELPA
4th Street
Susanville, CA 96130
(916) 257-8200
Superintendent: Mark Evans

***Inclusion activities take place in the elementary school.**

Lemoore Union High School District
101 East Bush Street
Lemoore, CA 93245
(209) 924-6600
Superintendent: William Black

***Inclusion activities take place in the elementary school.**

Napa Valley Unified School District
24525 Jefferson Street
Napa, CA 94558
(707) 253-6904
Superintendent: John Giyves

> *Napa Valley has been involved in an inclusion program for three years. Inclusion activities take place in six elementary schools, involving a total of twenty-one students with severe disabilities. Team teaching is key to the inclusion program. The planning team generally includes the general education classroom teacher as the core person, an integration specialist, administrative support from the principal, related services providers, and the student's parent(s). The team provides support to instructional staff in general education settings through the development of an individualized instructional plan, enables the parents to be involved in the educational planning for their child, and develops a transition plan as the student moves to the next school level. Teachers substitute materials and curriculum as appropriate for the individual child.

San Francisco Unified School District
135 Van Ness Avenue
San Francisco, CA 94102
(415) 241-6410
Superintendent: Waldemar Rojas

> *Inclusion activities take place on an individual basis as planning is going forward for more systematic activities.

San Lorenzo Valley U.S.D.
6134 Highway 9
Felton, CA 95018
(408) 335-4701
Superintendent: Andrew Meyer

> *This rural school district provides inclusion activities at the elementary and middle schools.

San Ramon Valley Unified School District
699 Old Orchard Drive
Danville, CA 94526
(510) 837-1511
Superintendent: Brefka Vos

> *The district has adopted a policy with the goal of full inclusion of all students with disabilities by the 1996-97 school year. Currently, some twenty students, K-12, are incorporated in two full inclusion programs. The district has assigned special education teachers and full inclusion specialists to collaborate with general education teachers in adapting the curriculum, as well as providing planning time for meetings of general education teachers, special education teachers, support personnel, and parents. The inclusion programs include peer tutoring, cooperative learning, small group and individual instruction for both students with and without disabilities. Building planning teams have been established including the principal, general and special education teachers, a psychologist, a parent/aide.
>
> The Golden View School (K-6), which serves 650 students, is one of the schools which fully includes all students with disabilities.

Shasta County Office of Education
1644 Magnolia Drive
Redding, CA 96001
(916) 225-0200
Superintendent: Charlie Menoher

Yola County Office of Education
526 B Street
Davis, CA 95616
(916) 757-5300
Superintendent: Floyd Fenocchio

> *Inclusion takes place at three elementary schools.

Colorado

The Colorado Department of Education has developed extensive materials to support inclusion, including a "Building Level Checklist", "Ideas and Suggestions for Curricular Adaptations at the Elementary Level", and "Ideas and Suggestions for Curricular Adaptations at the Secondary Level."

Adams County School District # 14
4720 East 69th Avenue
Commerce City, CO 80022
(303) 288-9715
Superintendent: George Straface

***Inclusion takes place at an elementary school.**

Boulder Valley Schools
6500 East Arapahoe
Boulder, CO 80303
(303) 666-6562
Superintendent: Dean Damon

***Inclusion takes place at an elementary school.**

Denver Public Schools
900 Grant Street
Denver, CO 80203
(303) 764-3300
Superintendent: Evie Dennis

Weld County School District
811 Fifteenth Street
Greeley, CO 80631
(303) 352-1543
Superintendent: John D. Pacheco

*This district serves some twelve thousand students, in 21 schools (13 grades K-5, 4 grades 6-7, 2 grades 8-9, and 2 grades 10-12). All students attend their neighborhood school, regardless of culture, language differences, learning capabilities or physical characteristics. There are no programs designated for a particular disability nor any separate center-based services. Each building is responsible for providing services to meet the needs of all of its students.

The district's mission statement concerning "Inclusive Education" states that, "We believe that the first option for all students is to be educated and supported in heterogeneous, peer-appropriate, natural, student-focussed classrooms in order to prepare them to participate in our diverse and integrated society." It goes on to note that "We believe that at certain times in their education, all students may benefit from such personalized services as extended or intensive instruction."

At the elementary and middle school levels, students are assigned to a regular classroom or group. Special educators work with general educators to customize support. Students belong from the beginning to general education. Partner teaching between general and special educators is used, as are cooperative learning strategies and curricula modifications. Circle of friends and peer tutor and peer support programs have been implemented.

Teaching assistant support is assigned to buildings, not to individual students. "Floating assistants" are available to respond to the needs of new students or crisis situations. Special educators have assumed the role of "generalists", working with students with a range of needs and categories. They provide direct assistance to classroom teachers and indirect support to students.

Most feedback has been very positive. The most challenging experiences have been with students with behavioral concerns and with medically fragile students. An open policy of discussion and classroom visits has been adopted. Students without diagnosed disabilities have become strong advocates for their peers with disabilities. Friendship opportunities have developed among all students.

Money has been saved on district transportation costs; e.g., from 250 students on special routes three years ago to 130 currently.

Inclusion is thought of not as a program but as an expression of the district's mission that speaks to "educating all children." Inclusion is a component of each principal's School Improvement Plan.

Connecticut

The state has developed a policy concerning inclusive education. The state's Special Education Resource Center has developed a series of supports for districts implementing inclusion programs. Key is the development of Inclusive Education Resource/Support Teams, which includes parents, principals, special educators, general educators, support services personnel, and a student, providing peer-to-peer support, technical assistance, and resource information. The Teams are supported with a grant from the Connecticut Developmental Disabilities Council. The teams help to develop curricular adaptations, social integration techniques, and instructional technology and methods.

Activities in support of the inclusion program include training of staff, both general education teachers and special education teachers; providing a full range of supplementary aids and services; modifying programs; use of paraprofessionals with students placed in mainstream classes; arranging time for special education teachers to meet with their general education counterparts.

An independent report, "Special Education in Connecticut" (December, 1993), provides a fiscal and policy analysis, based upon labelling, placement, and funding analysis of the ten least and ten most segregated towns and cities. In concludes that how a child is labelled and placed is more likely a function of where they live.

Canton School District
39 Dyer Avenue
Collinsville, CT 06022
(203) 693-7704
Superintendent: David Quattropani

Coventry School District
78 Ripley Hill Road
Coventry, CT 06238
(203) 742-7317
Superintendent: Michael Malinoski

East Haddam School District
PO Box 401
Moodus, CT 06469
(203) 873-1429
Superintendent: Daniel Thompson

Fairfield School District
Stillson Road
Fairfield, CT 06430
(203) 255-8371
Superintendent: Carol Harrington

> *The inclusion program at the North Stratfield Elementary School was initiated in response to the interests of the parents of a child with Down Syndrome. Currently, seven other students in the district are involved in inclusion programs.

Glastonbury School District
232 Williams Street
Glastonbury, CT 06033
(203) 633-5231
Superintendent: Jacqueline Jacoby

Granby School District
11 North Grande Road
Granby, CT 06035
(203) 844-6075
Superintendent: John Burgess

Killingly Public Schools
PO Box 210
Danielson, CT 06239
(203) 774-9034
Superintendent: David Cressy

Mansfield School District
4 South Eagleville Road
Mansfield, CT 06268
(203) 429-3349
Superintendent: Gordon Schimmel

Milford Board of Education
Parsons Complex
70 West River Road
Milford 06460
(203) 783-3410
Superintendent: Mary Jo Kramer

*All of the district's schools are involved in the inclusion program, which covers all of the handicapping conditions. The great majority of students with handicapping conditions are in their neighborhood schools. While there was initial concern among some general education parents, as the program has developed there has been increase in awareness and support among the general education population.

In terms of costs, there have been both savings and additional costs (esp. for paraprofessionals). There are no data on the overall cost consequences.

Monroe School District
375 Monroe Turnpike
Monroe, CT 06468
(203) 268-5857
Superintendent: Norman Michaud

New Britain School District
1 Liberty Square
New Britain, CT 06051
(203) 827-2200
Superintendent: Paul Sequeira

New Milford School District
50 East Street
New Milford, CT 06776
(203) 355-8406
Superintendent: Thomas Mulvihill

Simsbury School District
933 Hop Meadow Street
Simsbury, CT 06070
(203) 651-3361
Superintendent: Joseph Townsley

South Windsor School District
1737 Main Street
South Windsor, CT 06074
(203) 291-1200
Superintendent: Joseph Wood

Trumbull Public Schools
6254 Main Street
Trumbull, CT 06611
(203) 261-3801
Superintendent: Edwin Merritt

West Hartford School District
28 South Main Street
West Hartford, CT 06107
(203)523-3500
Superintendent: John Battles

Wilton School District
PO Box 277
Wilton, CT 06897
(203) 762-3381
Superintendent: David Clune

Windham School District
322 Prospect Street
Willimantic, CT 06226
(203) 423-8029
Superintendent: Patrick Proctor

Delaware

The state board and the Department of Public Instruction have sponsored a study concerning the development of integrated Intensive Learning center programs in the regular schools.

Christina School District
83 East Main Street
Newark, DE 19711
(302) 454-2200
Superintendent: Iris Mets

District of Columbia

District of Columbia Public Schools
415 12th Street, N.W,
Washington, DC 20004
(202) 724-422
Superintendent: Franklin Smith

***The District school system has initiated a Technical Assistance Plan with the Mid-South Regional Resource Center to structure a citywide plan for developing inclusive schools. The practice of inclusion is seen as linked to the district's program of site-based management and a new Special Education Service Delivery Model. A pilot program of inclusion has been implemented in six elementary schools.**

Florida

The state department's strategic plan for exceptional students includes a specific strategy on inclusion.

Osceola County School District
817 Bell Beck Boulevard
Kissimmee, FL 34744
(407) 870-4008
Superintendent: Chris Colombo

*Inclusion takes place at the Highlands Elementary School.

Pasco County School District
7227 Land O'Lakes Boulevard
Land O'Lakes, FL 34639
(813) 996-3600
Superintendent: Thomas Weightman

*Inclusion takes place at the Seven Springs Elementary School.

Volusia County School District
200 North Clara Avenue
P.O. Box 2118
DeLand, FL 32721
(904) 734-7180
Superintendent: Joan Kowal

* Inclusion takes place at the Palm Terrace Elementary School.

Georgia

Bartow County Board of Education
P.O. Box 200007
65 Gilreath Road, N.W.
Cartersville, GA 30120
(404) 382-3813
Superintendent: David Nelson

*Inclusion programs are operating in all fourteen of the district's schools, including two high schools, three middle schools, and nine elementary schools. Students with all disabilities are involved.

Special education and general education teachers collaborate in developing appropriate instructional programs for included students. Additional teachers and paraprofessionals have been employed by the district. Students in inclusive classes are served by both general education and special education teachers. Special education teachers are providing consulting services, while paraprofessionals engage in direct work with students. Overall, parental response, from both parents of students with disabilities and nonhandicapped students, has been positive. Indeed, some parents have moved to the county from elsewhere in Georgia and from out-of-state to enable their child(ren) to participate in the program. The increased costs of personnel have been offset by reduced transportation costs.

The inclusion program is increasing in the number of students involved, with two schools including all students with disabilities.

The district has received a grant from the Department of Education and from the Governor's Council on Developmental Disabilities, which support staff development, visitations, and planning days for teachers.

Gwinnett County Public Schools
P.O. Box 343
Lawrenceville, GA 30246
(404) 963-8651
Superintendent: George Thompson

*The district's inclusion activities take place at two elementary schools, involving ten students at one school and nine at the other. These 19 students are supported by four special education teachers and four special education paraprofessionals.

At the B.B. Harris Elementary school, six of the included students have Down Syndrome, one is blind, another multiply physically disabled and hearing impaired, and the tenth has severe cognitive disabilities, physical impairments, vision impairments, and autistic-like behaviors. Two students are in kindergarten, one in first grade, two in second grade, two in fourth grade, and two in fifth grade. Of the nine students who attend Gwin Oaks Elementary School, one has autism; two have profound cognitive disabilities, multiple physical and sensory impairments; three have Down Syndrome; and three students have moderate cognitive disabilities. One student is in kindergarten, one in first grade, two in second grade, one in third, two in fourth, and two in fifth.

All nineteen students are full time in general education classes. All receive four hours per week of community-based instruction. Most receive several hours a week of related services.

Special education teachers circulate among the general education classes with the special education students. Paraprofessionals are assigned to the classes, not one-on-one to individual students. Special education teachers provide both direct instruction (to both special education and general education students), as well as consulting and planning services.

There is 100% satisfaction among the special education parents. General education parent support has been uniformly high. Satisfaction is high among both general education and special education teachers. Both sets of teachers emphasize the importance of planning time.

The costs of the program have been marginally greater than the previous separate model. As the special education students are bused to the two inclusion schools, transportation costs have not been reduced; were all schools to adopt inclusion, these costs would be reduced.

All 19 students are meeting their IEP goals, and observations indicate that they are more engaged than in separate self-contained classes. Teachers who have participated in the program in previous years have volunteered to continue to participate.

Hawaii

Hawaii Department of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 586-3230
Superintendent: Herman Aizawa

***Several schools in the state's single school district are implementing pilot inclusion projects. Starting with six schools (three elementary and three intermediate schools), in the second year the program has expanded to sixteen schools, including three high schools The basic model involves merging a special and general education class and having the two teachers team teach. In addition, speech and language personnel are developing "push-in" services.**

Idaho

Boise Independent School District
1207 Fort Street
Boise, ID 83702
(208) 338-3400
Superintendent: Tony Dennis

*The district is initiating a number of inclusion activities. An inclusion specialist has been hired, and paraprofessionals support inclusion activities.

At the Garfield School (K-6), fourteen students who had been previously bused outside of their neighborhood are now included in age-appropriate classes. These include students with autism, Down Syndrome, Cerebral Palsy, Serious Emotional Disturbance, and mental impairments. Co-teaching is an emerging pattern.

At the Pierce Park School (K-6), instead of housing students with disabilities in two "portables", the principal used this space for offices and small group instruction areas, and assigned all of the special education students to general education classrooms. In the upper grades, the special education teacher provides in-classroom support through co-teaching, adapting curriculum, and general class support. The students include those with Serious Emotional Disturbance, Down Syndrome, and mental impairments.

At the Cynthia Mann School (K-6), which opened six years ago with a policy (at the principal's initiative) of serving all students in the neighborhood, co-teaching is an emerging model. Student impairments include those with visual impairments, mental impairments, and Seriously Emotionally Disturbed.

At the Riverside School (K-6), students with physical impairments are included.

Illinois

The state board of education is considering a policy statement concerning inclusion. Since 1988, the state has funded Project CHOICES (Children Have Opportunities in Integrated Community Environments), which provides funding and technical assistance to local districts.

Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
(312) 535-8000
Superintendent: Argie Johnson

*The Peter A. Reinberg School serves 797 students (Pre-K - 8), of whom some thirty percent have disabilities. The inclusion program began in 1988, when the school housed three separate programs: the regular education program, a hearing-impaired program, and an early childhood special education program. There was no communication among the staff or the students of the three programs.

The initiative for inclusion came from the school's principal. Co-teaching was the initial step toward inclusion. Inclusion started with kindergarten students. Now, all grades are inclusive. Teachers rotate job assignments, often moving with their students from year-to-year.

DeKalb School District #428
145 Fisk Avenue
DeKalb, IL 60115
(815) 754-2350
Superintendent: Robert Williams

*Inclusion programs take place in this rural district at the Chesebro Elementary School, the Clinton Rosette Middle School, and the Huntley Junior High School.

Flossmoor School District #161
2810 School Street
Flossmoor, IL 60422
(708) 798-2651
Superintendent: Thomas Moore

Genoa-Kingston CUSD #424
941 West Main Street
Genoa, IL 60135
(815) 784-5111
Superintendent: Gregory Sanka

> *Full inclusion takes place in the district's Kingston School (4-5), Genoa Middle School (6-8), and the Genoa/Kingston High School (9-12). At the Kingston School, where thirty-five students with disabilities are served, there is no self-contained class and all instruction takes place in the regular classes rooms, using a co-teaching model. At the Genoa Middle School, where thirty students with disabilities are served, a co-teaching model is used in language arts and math, while in the other subject areas the special education teacher supports the general education classroom teacher or a teaching aide works individually with the student(s).

Hanover Park Elementary District #20
5540 Arlington Drive
Hanover Park, IL 60103
(708) 894-2250
Superintendent: Robert Snyder

Indian Prairie CUSD #204
PO Box 3990
Naperville, IL 60567
(708) 851-6161
Superintendent: Thomas Scullen

Keeneyville Elementary District #20
5540 Arlington Drive East
Hanover Park, IL 60103
(708) 354-5730
Superintendent: Robert Snyder

LaGrange Area Department of Special Education
1301 West Cossitt Avenue
LaGrange, IL 60525
(708) 354-5730
Superintendent: Howard Blackman

Mahomet-Seymour CUSD #3
101 North Division Street
Mahomet, IL 61853
(217) 586-2161
Superintendent: Leon Rodgers

New Simpson Hill School District
Route 1, P.O. Box 142
Tunnell Hill, IL 62991
(618) 997-1317
Superintendent: Thomas Oates

Oakbrook/Butler # 53
York Road
Oakbrook, IL 60521
(708) 573-2760
Superintendent: Robert Lee

> ***Inclusion programs take place in the suburban school district at the Brook Forest elementary school.**

Orland School District #135
15100 South 94th Avenue
Orland Park, IL 60462
(708) 349-5706
Superintendent: Thomas Pauley

Rantoul City Schools #137
400 East Wabash Avenue
Rantoul, IL 61866
(217) 893-4171
Superintendent: David Glisson

> ***Four years ago, the district brought back students who had been served out of district. At their parents request, students are served full-time in general education classes. A teacher aide has been assigned to these classes. Teachers who participate are volunteers. The district reports no net additional costs for the inclusion program.**

Sycamore School District # 427
245 West Exchange Street
Sycamore, IL 60178
(815)895-4512
Superintendent: Robert Hammon

*The district is in its second year of inclusion. At the junior high school teams have been established, which provide a parallel curriculum. Students are paired for learning activities, with a good deal of community-based learning.

West Chicago Elementary Schools District 33
312 East Forest Avenue
West Chicago, IL 60185
(708) 293-6000
Superintendent: John Hennig

*Inclusive education began in this district in the 1990-91 school year with five previously excluded students. At the beginning of 1993-94 school year, self-contained classes were disbanded. A total of 168 students, K-8,are in inclusive classes, while 21 students, most in grades 7 and 8, opted for self-contained classes in nearby districts. Currently, every student with disabilities is offered the opportunity to go to the school and class s/he would attend if they did not have a disability. The district's program focusses on functional and academic skills, as well as relationships and friendships.

Key components of the inclusion program are staff development and the use of facilitating teachers and teacher assistants. Weekly meetings are held of all staff involved with implementing a student's IEP. A "roving" substitute provides coverage to facilitate these meetings. Collaborative teaching, a flexible schedule, and peer support are used to support students in age-appropriate classrooms.

A comparison of the costs of educating 168 students in traditional settings with those of inclusive setting indicates total costs of approximately the same magnitude ($1.047 million vs. $1.059, respectively). State reimbursement provides $335,000. for the traditional settings, and $616,000 for the inclusive settings; thus, a net savings to the district of $268,000.

Wheaton CUSD #200
130 West Park Avenue
Wheaton, IL 60187
(708) 682-2000
Superintendent: E. James Travis

Winfield School District #34
150 Winfield Road
Winfield, IL 60190
(708) 260-2380
Superintendent: Cal Roesner

> *This is a small elementary (450 students) pre-K-8 district. Thirteen students are involved in the inclusion program, supported by inclusion facilitators and aides.

Woodridge Elementary District #68
7925 Janes Avenue
Woodridge, IL 60517
(708) 985-7925
Superintendent: Allen McCowan

Indiana

Bloomington Public Schools
315 North Drive
Bloomington, IN 47401
(812) 330-7700
Superintendent: Jack Bowman

*Bloomington High School North serves 1,350 students (9-12), of whom 110 have disabilities. The school excludes no students, regardless of the type or degree of impairment. Since 1989-90, the number of self-contained classes has been reduced from 21 to four. Special education teachers are paired with general education teachers, to modify and adapt the curriculum and instruction. All students have benefitted from the presence of two teachers in the classroom, and students with disabilities have benefitted from a broader curriculum and higher expectations. Student peer tutors are used to assist students with disabilities; the tutors receive course credit.

Two special programs support the inclusion effort. During a three week Winter Intensive term, all students with disabilities are fully included in general education classes and no special education classes are offered. Teacher assistants and peer tutors provide necessary support.

The second program is a daily twenty minute period, called Student Pursuit Time. All staff are assigned a heterogeneous group of students.

Clark County Special Education Cooperative
2710 Highway 62
Jeffersonville, IN 47130
(812) 283-0701
Superintendent: Ann Schnepf

*Currently, eight of the districts elementary schools are fully inclusive. Each school serves all the children in its catchment area. Students include those with the full range of disabilities. All students are served in the regular classroom on a full time basis. Several models are used, including: a full time, multiply certified teacher coordinates the programs for students with disabilities with the assistance of special needs assistants; special education teachers who are multiply certified coordinate the programs for students with disabilities; two special education teachers who are multiply certified coordinate the programs for students with severe disabilities. Students with severe disabilities have a full time instructional aide assigned to that classroom to support the student and to provide extra hands in the classroom. There is extensive involvement of peers. The Bridgeport Elementary School has an extensive staff development program and program development activities.

The district has done a careful study of the cost of inclusion; they found that the inclusive program cost $4,096. per pupil, while the traditional program cost $4,267. Major savings were in transportation; the district reports that the key issue was using the same resources in different ways.

Lawrenceburg Community Schools
One Stadium Lane
Lawrenceburg, IN 47025
(812) 537-7200
Superintendent: T.R. Ellis

*The superintendent identifies two major barriers to inclusion: leadership and funding. As an elementary principal, he established a Fully Integrated Program (FIP), having found the resource room program to be counter-productive. Key is the hiring of teachers with dual certification. Presently, seven of the school's teachers are dually certified.

As for funding, he notes that state funding formulae, including that in Indiana, encourages separate placements. All other barriers to inclusion, i.e., faculty resistance, parent fears, poorly trained teachers, and general opposition to change, he says can be overcome with good leadership and adequate funding.

The FIP program limits class size to twenty students, with no more than five labelled students. FIP teachers hold dual certification. All new teachers hired at the elementary school are required to attain dual certification within three years of hiring.

Staff development includes leaves for conferences, workshops, planning sessions, visitations, and two-day staff retreats.

Three parents are members of the seventeen person planning team. While parents are welcomed to participate in the program, the district's perspective is that, "We are the professionals, let us do our job."

The inclusion program has saved the district money, allowing it to close separate classes.

North Spencer County School Corporation
PO Box 316
Lincoln City, IN 47523
(812) 937-2400
Superintendent: Ronald Etienne

*All thirty students with disabilities are included in the high school, and twenty-five students in the junior high school. The four elementary schools are planning to institute inclusion programs.

Iowa

A state Department of Education initiative, "Reorganizing the Delivery of Special Services", encourages local districts to develop new service delivery designs, as well as supporting staff development and providing latitude in funding innovations.

Cedar Falls Community Schools
1002 West First Street
Cedar Falls, IO 50613
(319) 277-8800
Superintendent: Daniel Smith

***Inclusion activities take place in this suburban district at the Helen Hanson Elementary School.**

Cedar Rapids School District
346 2nd Avenue, S.W.
Cedar Rapids, IO 52404
(319) 398-2223
Superintendent: Steve Chamblis

***The Grant Early Childhood center is a full inclusion program.**

Des Moines Public Schools
1800 Grand Avenue
Des Moines 50309-3382
(614) 242-7714
Superintendent: Gary Wegenke

***The district's inclusion efforts are based upon a policy paper, "Returning Special Education Students to their Neighborhood School" (January, 1994). Exceptional Parents magazine presented its 1993 Inclusion Award to the Des Moines schools for a videotape, "Kids Are Kids", which describes the program. The videotape also won the TASH Media award.**

Current inclusion efforts began in 1991, with the "Neighborhood Schools Project", in cooperation with the state Department of Education. Initial activities began at the elementary level. Key in the district's efforts is a process of planned change.

The district's neighborhood school policy is defined as follows:

> **Every child with special education needs should attend his or her neighborhood school unless the staffing team, through the IEP, identifies specific instructional or support needs that cannot be provided in that environment, even with reasonable accommodations.**

In applying this standard, the policy makes reference to the four criteria set forth in Daniel R.R. (e.g., academic benefits to the child, non-academic benefits to the child, effect upon other children in the classroom, and additional costs). A set of assurances are provided regarding the implementation of the neighborhood school policy, including, "The cost of special education will not be reduced, only redirected."

The benefits of the neighborhood school policy are described as: consistent with the mission of the school district to provide quality education to a diverse community of learners; providing opportunities for non-disabled students to learn to live, work, and socialize with disabled individuals throughout their adult life; giving to disabled students a sense of belonging; providing a natural distribution of disabled students across the district's schools; fostering neighborhood friendships and reducing feelings of isolation; enabling special education parents to become an integral part of their child's school; reducing the district's transportation costs; and empowering local school staff.

The changes in the delivery of services impacts instructional services and processes, support services and processes, the role of the principal, and the role of the central office.

Instructional services and processes change from categorical programs to more multi-categorical services, from services defined by models to less similarity in "models" because of differences in schools, from controlled age range to greater

age spans, from long-term program placement to more intensive short-term services.

Support services and processes change from support staff assigned to every building to support staff assigned based upon identified student needs, from emphasis on administrative tasks to emphasis on direct program involvement and in-service, from service often provided outside of the classroom to more services provided in the classroom setting, from categorical or discipline specific skills and responsibilities to more generalists providing services, from emphasis on testing/evaluation to emphasis on problem solving and program intervention.

The role of the principal changes from search for outside solutions to greater use of building-based interventions, from more focus on behavior to more focus on intervention, from crisis orientation to prevention oriented, from little input into budgeting to greater responsibility for budgeting and expenditures, from limited involvement in programming to greater involvement, from limited responsibility for the IEP development and implementation to increased responsibility, from limited responsibility for compliance to increased responsibility, from options to move the student elsewhere to limited options.

The role of the special education administrators and central office (CO) changes from the CO determining both the what and the how for special education to the building determining more of the what and how and the CO serving as a resource, from management of the special education budget to sharing management of the budget with the schools, from staffing allocations not being a part of the building formulas to allocation becoming part of the regular planning process, from regular education curriculum supervisors having limited responsibility for the special education curriculum to greater responsibility. There is no change in the CO's responsibility for districtwide policies and procedures for compliance.

The district has targeted the fall of 1997 for the full implementation of services in neighborhood schools. At each building there will be the defining and sharing of a vision, the designing of a variety of instructional models, providing effective in-service.

Marshalltown Public Schools
317 Columbus Drive
Marshalltown, IO 50158
(515) 754-1000
Superintendent: Steve Williams

*The Miller Middle School is one of two middle schools in the district. It serves 690 students (6-8), of whom 100 are identified as special education.

A cooperative teaching plan has been developed, pairing a general and a special education teacher. The teachers were given time during the spring and summer to discuss philosophy, instruction, grading, and discipline. Substitute teachers are used to provide a planning period every six school days. Forty-four classes are now taught cooperatively, covering all the main subject areas.

Teachers have found that co-teaching allows them to monitor learning of each child, intervene immediately when necessary, and undertake more hands-on projects and activities than when teaching alone. They also found that they have learned a great deal about different approaches to teaching. And the students have benefitted from seeing adults cooperating in the classroom.

The district has provided funds for staff development and planning time.

Storm Lake Community Schools
419 Lake Avenue
Storm Lake, IO 50588
(712) 732-8060
Superintendent: Bill Kruse

*Inclusion activities take place in this rural district at the East Elementary School.

Kansas

Butler County School Board Council
1518 West 6th Street
El Dorado, KS 67042
(316) 321-2780
Superintendent: John Heim

*Inclusion activities take place in most of the nine districts which make up this cooperative.

In El Dorado, inclusion takes place in all the elementary buildings and the middle school. At the Washington School, inclusion involves all identified students, including those labelled as LD, BD, and Physically Impaired. A Hearing Impaired student is being included this year. In the middle school, twenty-eight 6th grade students are included; among them are those labelled as LD, Physically Impaired, and Visually Impaired.

In Rose Hill, eight students are included in grades 1-4, including those labelled as LD, BD, and EMR.

In Douglas, there are eighteen students, grades 1, 2, 3, 4, and 6. These seven students are labelled as LD, BD, EMR, and OHI.

In Whitewater, inclusion takes place in the 2nd, 6th, 7th, and 8th grades, involving seven students labelled as BD, EMR, and OHI.

In Blueston, twelve students are included, in grades 1-4; the students are labelled as LD, BD, and EMR.

The schools use paraprofessionals, peer tutoring, and the effective schools methods for working in groups. The curriculum is modified to meet the needs of the students, and the special education teachers are used to assist in this work. A good deal of staff development has taken place, at the state level, within and between districts. The initiative for inclusion came from the parents of a student labelled as SMD. An Inclusion Task Force at the cooperative has adopted a policy statement which guides the work, conducts community meetings, and provides general support. Community response has been positive.

East Central Kansas Cooperative in Education, Interlocal District #614
717 High Street
Baldwin City, KS 66006
(913) 594-2737
Superintendent: Caren Lowe

*Inclusion activities take place in this rural district at the Baldwin Elementary school, Baldwin Junior High School, and Nottingham Elementary School. The district is in its fourth year of including students with severe disabilities in general education classes. Full time paraprofessionals support the classroom teacher. Although there has been little effort to involve parents, the response of the parents of the "normal children" has been positive.

McPherson County Special Education Cooperative
514 North Main
McPherson, KS 67460
(316) 241-1650
Superintendent: John Black

Parsons District Schools
2900 Southern
Parsons, KS 67357
(316)421-5950
Superintendent: John Hetlinger

*A Supported Integrated program is used throughout this rural district. At Hugotown Elementary a class-within-a-class model is used with the general education and special education teacher working together. Speech and language services are provided in the regular classroom. Seven students are in the early childhood program, four in the 1st grade, six in the 2nd, one in the 3rd, six in the 4th, seven in the 5th, and four in the 6th. These include students labelled as blind/hearing impaired, speech/language impaired, LD, TMR, BD, EMH, and deaf/hearing impaired. A comprehensive staff development program includes teaming, development of transition plans better to prepare the student's teacher in the following year, grade level staff meetings of general and special education teachers, and team meetings once a month with parents.

Shawnee Mission Public Schools
7235 Antioch
Shawnee Mission, KS 66204
(913) 831-1900
Superintendent: Marjorie Kaplan

*Shawnee Mission serves some thirty thousand students in 43 elementary schools, seven middle schools, and five high schools. Based on the Vermont "Homecoming" model, the district serves all of its students with disabilities in age-appropriate general education classes in their neighborhood school regardless of handicapping condition. The Individual Student Team Model provides support to individual students, including developing an individualized plan to enable each student to be educated within regular school environments. Team members may include special and general education teachers, family members, students, related services personnel, administrators, and others who may contribute their expertise to the teaming process. Class Within a Class is a delivery model for students identified as Learning Disabled, who are served in general (not remedial) classrooms by a general education and a special education teacher. The two teachers plan and teach in collaboration to meet the needs of all the students in the classroom. The general education teacher is responsible for the course content, the teaching of that course content, and maintaining the integrity of the content and instruction. The special education teacher is responsible for monitoring the progress of the special education students, providing modified materials to any student, teaching formal and informal learning strategies, and consulting with the general education teacher.

The inclusion program emphasizes training and staff development, parents as teams members, and the use of inclusion facilitators. A survey of special educators, general educators, administrators, and paraprofessionals reports a high degree of support for social benefits for special education students, academic benefits for special education students, benefits for general education students, enabling special education students to feel part of the school, the respondent feels comfortable with a special education student, there is effective planning, special education students develop friendships, parents express support.

South Central Kansas Special Education Cooperative
P.O. Box 177
Iuka, KS 67066
(316) 546-2227
Superintendent: Bruce Givens

*Inclusion activities take place at Haskins Elementary School (K-4), Southwest Elementary School (K-5), and Liberty Middle School. The program began in 1990 with six months of planning at Haskins, which implemented full inclusion in September, 1991. All children in the neighborhood are served, and there are no "pull-out" programs. The school serves 324 students, 24 of whom have been "identified." They include students labelled as EMH, BD, and LD. Special education staff serve as resource teachers, working with all students. Teams have been developed, which meet monthly. They include the classroom teacher, a resource teacher, a paraprofessional, parent, principal, and all other staff who provide services to the student.

Kentucky

Inclusive education is a facet of the state's overall school restructuring efforts, perhaps the most comprehensive of any state. A key component is the Collaborative Teaching Model which sustains students with a variety of ability levels in a general education setting, including those who are educationally disabled, gifted, and/or at risk of school failure. Collaborative teams work on a daily basis to plan, implement, and evaluate instructional strategies appropriate for each individual student to meet success. The focus of the model is on the daily interaction between the general education teacher and strategic teachers working together to provide services to students of all abilities in the general education classroom. The services include direct and indirect instruction and support for student success. The teams consist at a minimum of a general education teacher, a strategic teacher, and a school administrator. Parents are solicited for involvement in decisions pertaining to their child in the planning process. Strategic teachers are those teachers who have skilled training in one or more specialized areas (e.g., behavior management, social skills, speech therapy, etc.) and who use these skills to assist in the development and implementation of instructional strategies to meet specific needs of an individual or group of students in a variety of settings. Strategic teachers include special education teachers, gifted teachers, speech/language pathologists, Chapter 1 teachers, and remediation teachers.

A variety of collaborative styles are founded in the state's schools including:

- complementary instruction where the general education teacher takes the main responsibility for the subject matter. The strategic teacher works with the mastery of specific skills using the subject matter;

- role reversal teaming (Dual certification) where both the general education teacher and the strategic teacher have teacher certification in elementary education. Here the teachers develop instruction together and implement instruction according to their individual strengths and preferences;

- supportive learning style involves both teachers sharing responsibility for planning. The general education teacher provides the basic instruction on the essential content. The strategic teacher designs and implements supportive and supplementary materials, activities, instruction, etc.

The state provides support for the development of the Collaborative Teaching Model through a two-year professional development cycle. The goal is systemic change within the school environment to promote inclusion of students with diverse learning needs within the general education classroom.

Kenton County Board of Education
Kenton Lands Road
Erlanger, KY 41011
Superintendent: Neil Stigelmeyer

*The district serves some twelve thousand students with 18 schools: twelve elementary, three middle and three high schools. The one self-contained class in the district, that for students with behavior disorders, is in the current school year being shifted to a resource model. The collaborative model is used in all of the district's schools, along with student/teacher assistance teams.

At Scott High School, eleven students with severe disabilities are included in general education classes. For many students, community-based instruction is central. At Dixie Heights High School, ten students with severe disabilities are included in general education classes. At Turkey Foot Middle School, eight students with severe disabilities are included in general education classes. At Woodland Middle School ten students with severe disabilities are included in general education classes. At River Ridge Middle School, six students with severe disabilities are included in regular education classes. At River Ridge Elementary School, four students with severe disabilities are included in general education classes. At Ft. Wright Elementary School, one student with severe disabilities is included in regular education classes. At the Taylor Mill Elementary School, eight students are included in general education classes. At the Kenton Early Childhood

Program students with severe disabilities are fully included with typical four year olds in four pre-school sites.

The district's special education department has issued a statement of values and beliefs and has conducted in-service training based upon these. Most teachers accept that students with disabilities will be included within their classrooms. Curricular for students with severe disabilities is very similar to the curricular for typical students, except for community-based instructional activities.

Staff development has been a mixture of formal and informal activities. Parent involvement consists largely of individual advocacy for their own child(ren). The vast majority of parents of students with disabilities favor the inclusion program.

In terms of costs, there has been a reduction in the number of teachers, an increase in teacher assistants, and a reduction in transportation costs.

Pulaski County School System
P.O. Box P
Somerset, KY 42502
(606) 679-1123
Superintendent: Bert Minton

*A small rural district, Pulaski County is the home of a large public institution for persons with mental retardation. Thirty of the forty school-age residents are being served in the districts middle and high schools, and an inclusive education program has been initiated in the district's elementary schools. A community-referenced curriculum is a key component in the high school program.

The district's eighteen preschool classes are totally inclusive. All preschool students make the transition to typical kindergarten classes. Next year, all students with moderate, severe, or multiple handicaps will be attending ungraded primary and then 4th and 5th grades. Teachers who previously had taught self-contained classes are now serving as inclusion facilitators, supported by teacher aides.

Louisiana

Louisiana's Systems Change Project defines inclusion based on the policy of the Louisiana Coalition for Inclusive Education, as "Inclusive education is the education of all students in regular education and community settings to ensure full and valued membership in society." The steps involved in building-level systems change are general inservice on inclusive education; establishment of a steering committee; clarification of inclusive programming; identification of priorities, barriers, and solutions; formulation of an action plan; list of goals and objectives, including roles and responsibilities, process to implement and sustain, establishment of scheduling procedures, and evaluation.

LaFourche Parish School Board
P.O. Box 879
Thibodaux, LA 70302
(504) 446-5631
Superintendent: Eddie Blanchard, Jr.

St. Bernard Parish Schools
67 East Chalmette
Chalmette, LA 70043
(504) 271-5774
Superintendent: Daniel Dasre

*Inclusion activities take place at the Arabi Elementary School.

West Feliciana Parish Schools
PO Box 1910
St. Francisville, LA 70775
(504) 635-3891
Superintendent: Lloyd Lindsey

***The district is in its fifth year of an integrated program for all elementary students. The district's five-year program has been designated by the state as a pilot site, and granted a waiver to allow special needs teachers and paraprofessionals to work with any child who shared a problem within a classroom. Currently, a changed state law allows for this flexibility.**

Integrated classes include the services of general education teachers, special education teachers, paraprofessionals, Chapter 1 or other support personnel. Related services are provided within these classrooms. Generally, three to four special needs students are included in the integrated classes. The support teachers work in these classrooms, working with the classroom teacher, working with children individually or in small groups, as well as providing whole class instruction.

The number of identified special education students has dropped 23% in the four years, and elementary discipline referrals have decreased by fifty percent. In each year of the program, the districts standardized reading and math scores have improved.

Maine

Maine S.A.D. # 4
Benton, ME 04937
(207) 453-4200
Superintendent: Edwin Fabian

***Inclusion activities take place in this rural district at the Benton Elementary school.**

MSAA School District #75
122 Main Street P.O. Box 475
Tosham, ME 04086
(207) 729-9961
Superintendent: Michael Wilhelm

Waterville School District
21 Gilman Street
Waterville, ME 04901
(207) 873-4281
Superintendent: Albert Hall

***Inclusion activities take place in this urban/rural district at the Brookside Elementary School and the Waterville Junior High School.**

Maryland

Board of Education of Allegany County
108 Washington Street
Cumberland, MD 21502
(301) 759-2000
Superintendent: Harold Witstanley

***The Bel Air Elementary School (K-5) and the Oldtown School (K-12) participate in the state's LRE/Neighborhood Inclusion Project. The goal of the project is to have all students, regardless of disabilities, attend their neighborhood school in a typical education class with whatever supports are necessary for student success. Bel Air's program includes four students, with mental retardation and speech/language impairments. Oldtown's program includes six students, whose disabilities include mental retardation, speech/language impairments, and autism. They are involved in grades K, 10, and 11. In addition to staff support, computer instruction is utilized.**

Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401
(410) 222-5000
Superintendent: C. Berry Carter II

***Inclusion initiatives take place in one of the district's feeder systems, including five elementary schools, a middle school, a junior high school, and a high school. The program is conducted in cooperation with the state Department of Education and the Maryland Coalition for Integrated Education. Cooperative teaching is used. An extensive staff development program is in place. Instructional assistants are provided, and teachers are paid stipends for weekly planning meetings. Supports include modified curricula, an instructional assistant, and peer support. Common planning time is provided for teachers. A special education teacher assumes case management responsibilities for each student with disabilities. Structured peer integration activities are implemented.**

Board of Education of Baltimore County
6901 North Charles Street
Towson, MD 21204
(410) 887-4281
Superintendent: Stuart Berger

> *As part of a state Systems Change Project, in collaboration with the Maryland Coalition for Inclusive Education, two model totally inclusive neighborhood schools are being developed. They will serve all students, regardless of disability including students with severe and profound disabilities. The most significant organizational change is in collaboration, both between specialists and general educators and across grade levels. Instructional strategies being used include cooperative learning, integrated curriculum, and whole language activities. A student-oriented approach includes outcomes based education, dimensions of learning, and performance-based assessment. A range of staff development activities include workshops, inservice classes, site-based staff development presentations, visitations, meetings with parents, and school-based inclusion team planning sessions. General and special educators, as well as support personnel, work together to adapt curriculum, modify instruction, support unique needs, and access additional resources as needed.

Board of Education of Carroll County
55 North Court Street
Westminster, MD 21157
(410) 848-8280
Superintendent: Edward Shilling

> *Approximately 95 percent of all students with disabilities attend in a regular school environment. Thirty-two of the thirty-five schools in the district provide inclusion programs. In addition to a resource model which has been used in the past, the district is implementing collaborative teaching and cooperative learning strategies to address learner needs.

Board of Education of Cecil County
201 Booth Street
Elkton, MD 21921
(410) 996-5499
Superintendent: Jerry Kunkle

Board of Education of Charles County
P.O. Box D
LaPlata, MD 20646
(301) 932-6610
Superintendent: Bob Carter

Board of Education of Dorchester County
P.O. Box 619
Cambridge, MD 21613
(410) 228-4747
Superintendent: Spicer Bell

Board of Education of Frederick County
115 East Church Street
Frederick, MD 21701
(301) 694-1310
Superintendent: Daniel Gadra

Board of Education of Howard County
10910 Route 108
Ellicott City, MD 21042
(410) 313-6600
Superintendent: M.E. Hickey

Board of Education of Kent County
215 Washington Avenue
Chestertown, MD 21620
(410) 778-1595
Superintendent: James Lupis, Jr.

*The district, serving a rural county, has 2,600 students, organized into four elementary schools, (Pre-K - 4), three middle schools (5-8), a high school. All eight schools are involved in inclusion.

The Worton Elementary School, which serves 360 students, is the only elementary school with self-contained classes. Non-academic mainstreaming has long been a practice. Responding to a parent's desire for inclusion, a "quiet inclusion" program has been developed. No new policies have been adopted; students with special needs have been included in regular programs as appropriate. Plans have been developed through the School Improvement team, which includes the principal, a general education and a special education teacher, an instructional assistant, and a parent.

Strategies used include pairing as "buddies" a special and a general education student; co-teaching, with both teachers involved with all the children in the classroom; "push-in" use of resources teachers and other specialists; whole group, small group and individual instruction. The roles of special education teachers have changed from a direct service provider to a consultative one in some cases. In other instances, it has become that of a cooperating teacher. there have been commensurate changes in the roles of general education teachers.

Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3381
Superintendent: Paul Vance

*Some schools in the district are providing special education services to students with severe disabilities in the general education setting, using a variety of models.

At Bethesda Elementary School nine students with severe disabilities and sixteen students with moderate disabilities participate for the full day in kindergarten through the fifth grade. Special education teachers and teacher assistants work with the general education staff. Team meetings are held weekly.

The Ronald McNair Elementary School was selected to be a model inclusive school when it opened in 1990. Currently, seven students with severe disabilities are included in classes from first through sixth grades. A special education teacher and an instructional assistant provide support in the general education classes, collaborate with other support personnel, develop curricular adaptations, and work with small groups to provide intensive academic support.

Waters Landing Elementary School serves eighteen students with mental retardation in kindergarten through sixth grade general education classes with age-appropriate peers. Three special educators and three teacher assistants work collaboratively with the general education teachers and other support staff. Support activities include peer tutoring, individualized programming, and social skills training.

At Whetsone Elementary School the inclusion program was begun at the principal's initiative. Students included in kindergarten through fourth grades include those labelled as mentally retarded, severe language disability, physical disabilities, and specific learning disabilities. A special education teacher and an assistant work with the eleven students providing curricular modifications, teaching model lessons, social skills instruction, peer training, and participate in team teaching.

Forest Knolls and Judith Resnick Elementary schools are including students with orthopedic disabilities.

At the secondary level, Poolesville Junior/Senior High School has successfully integrated students with learning disabilities in grade 7 through 12 general education classes. Four special education teachers and two instructional assistants work with thirty-nine students. All staff work collaboratively to serve both special education and general education students.

Each year, by parent request more students with disabilities are included in age-appropriate general education classes in home schools.

Schools teams are provided professional development through modules, courses, and workshops focussing on effective instruction in general education settings. A state grant employs three teachers to consult and train school staff in thirty schools on how to teach students in general education settings. The major focus is on the school as whole.

Board of Education of Talbot County
P.O. Box 1029
Easton, MD 21601
(410) 822-0330
Superintendent: J.San Meek

Board of Education of Washington County
PO Box 730 Commonwealth Avenue
Hagerstown, MD 21741
(301) 791-4198
Superintendent: Wayne Gersen

*The district participates in the neighborhood inclusion project, sponsored by the state Department of Education and the Maryland Coalition for Integrated Education.

Massachusetts

For several years, the state has had the highest percentage of students served in special education in the nation, now approximately sixteen percent. In 1990, the Commonwealth established an experimental grants program, Restructuring for Integration of All Students. Grants were made to seven districts (Belmont, Brockton, Chelsea, Danvers, Erving Union #28, Haverhill, and Springfield) for a five year period. A comprehensive study of the work of the districts is being conducted by the Restructuring Evaluation Project, University of Massachusetts (Amherst). Data presented below is excepted from the Project's reports.

Andover Public Schools
Bartlett Street
Andover, MA 01810
(508) 470-1700
Superintendent: Mark McQuillan

> ***Students in all elementary and middle schools are heterogeneously grouped. Team teaching takes between special education and general education teachers in the elementary and middle schools.**

Belmont Public Schools
644 Pleasant Street
Belmont, MA 02178
(617) 484-4048
Superintendent: Peter Holland

> ***Belmont is a Boston suburb with a predominantly middle and upper class population. Inclusion activities are taking place at the Butler Elementary School, Wellington Elementary School, Chenery Middle School, and Belmont High School. The district's goals include eliminating "regular" and "special" labels, developing a "Declaration of Integration", decreasing the number of pull-out programs, decreasing the number of students referred for special education, increasing the**

confidence and improving the skills of all teachers, structuring the length of the school day and school year to support the necessary collaboration and consultation, ensuring that cooperative learning and strategies which address diverse learning styles are a standard part of the teaching repertoire at all levels. The inclusion program began in the 1990-91 school year. In terms of initial progress, the number of students referred for special education has declined substantially, staff development activities have encouraged staff to learn about new strategies and approaches, support is provided to teachers through assistance teams, tracking of students has been reduced at the Middle School and the High School, and there is increased coordination of services at the schools and reliance on the assistance teams. As part of the state's evaluation project, teachers, administrators, and parents have been surveyed.

Boston Public Schools
26 Court Street
Boston, MA 02108
(617) 635-9000
Superintendent: Lois Jones

*The O'Hearn School (PreK-5) has been working toward inclusion since 1989, when the school was identified as a school where all children with special needs would be included in regular classes. At that time the school had vacancies in each grade; now, there are waiting lists five times the school's capacity. "Special needs" students include those with mental retardation, spina bifida, cerebral palsy, profound retardation, autism, visual impairments, hearing impairments, and learning disabilities. Each class has four children with moderate to severe disabilities and sixteen general education students. Each of the mixed-grade classes is staffed with a special education and general education teacher. Collaboration among teachers is essential. Funding follows the children. There is a effort to involve parents in all significant school activities. Socialization, speech and language and other communications has accelerated among the special needs students. There has been a steady increase in the standardized test scores of the general education students.

The Samuel Mason Elementary School participates in the Accelerated Schools Program. Among the activities here are shared curricular and instructional activities, use of collaborative teams including the general classroom teacher, a classroom aide, and special needs teachers. The involvement of special needs teachers in the general classroom has meant that the program benefits all students.

Brockton Public Schools
43 Crescent Street
Brockton, MA 02401
(508) 580-7511
Superintendent: Manthala George, Jr.

*Brockton is an urban center south of Boston with a diverse population. The district's vision encompasses the community, the school system, the individual school, the classroom, and the lesson. The inclusion of the community reflects an effort to involve the full range of human services agencies, while the inclusion of the school system reflects the understanding that as an institution it must change to face the challenges of the 21st century. At the school level, the focus is on students attending their neighborhood school and be included in the regular classroom through a combination of staff development and building-level planning. At the classroom level, staff development and alternative services delivery models are utilized, including peer tutoring, team teaching, cooperative learning, and innovative teaching strategies. While its vision remains strong, a fiscal crisis in the district has hampered its implementation. Teacher, administrator, and parent surveys are a part of the state's evaluation project.

Chelsea Public Schools
500 Broadway
Chelsea, MA 02150
(617) 889-8414
Superintendent: John Gawrys, Jr.

*Chelsea is an urban center bordering Boston with a population of varied ethnic backgrounds. It has been in financial receivership for the past several years, and currently is operated by the Boston University School of Education.

Inclusion activities take place at the Williams Street Elementary, Shurtleff Elementary, and Chelsea High School. Among the district's goals are to increase coordination of all school programs; to expand assessment, individual planning, and support for all students; to reduce or eliminate pull-out programs; to increase the number of students with special needs served in the regular classroom; and to

reduce the number of students referred for special education. Here, too, the fiscal crisis of the early 1990's has limited progress toward these goals. So, too, has changes in the leadership of the district. A districtwide Integration Committee of teachers has taken the leadership of the restructuring project, awarding mini-grants to teachers or groups of teachers, selecting districtwide staff development programs, and assisting in the training of teachers.

At the Williams Street Elementary School full inclusion activities take place at the lower elementary grades, involving both special education and bilingual students. At the Shurtleff School, special education and bilingual students are in an inclusion 1st grade class, and co-teaching takes place at the 4th grade. Teacher, administrator, and parent surveys are a part of the state's evaluation project.

Danvers Public Schools
64 Cabot Road
Danvers, MA 01923
(508) 777-4539
Superintendent: Richard Santeusanio

***Danvers is suburb on the North Shore with a largely homogeneous middle- and upper-class population. The district's "Using the Regular Education Initiative to Educate All in the Regular Classroom" emphasizes districtwide restructuring combining Outcomes Based Education and the Regular Education Initiative to achieve full integration. The goal is to achieve full implementation by 1995. Teacher, administrator, and parent surveys are a part of the state's evaluation project.**

Erving Union #28 Public Schools
18 Pleasant Street
Millers Falls, MA 01349
(413) 659-3337
Superintendent: Leonard Rubinsky

***Erving Union is a confederation of four separate, small, rural elementary school districts consisting of one school each (Erving Elementary, Levertett Elementary, Shutesbury Elementary, and Swift River Elementary), with a single superintendent.**

Erving and Shutesbury have a long history of integrating special education students into the regular classroom. Both schools include a full inclusion model on a school-wide basis. Pockets of integration exist in the other two schools. All four schools use coteaching. Teacher, administrator, and parent surveys are a part of the state's evaluation project.

Haverhill Public Schools
4 Summer Street
Haverhill, MA 01830
(508) 374-3400
Superintendent: Thomas Fowler

***Haverhill is an urban center north of Boston with a growing minority population. Inclusion activities take place at Burnham Elementary School, Walnut Square Elementary School, St. James Elementary School, and Consentino Middle School. District goals include implementing a coordinated plan of services; changing the attitudes and competence of educators, parents, and members of the community to move toward a coordinated, inclusive model of instruction; developing more effective program strategies to address the instructional needs of all students and their families in integrated settings; to increase the capacity of regular education to provide integrated programs for all students; to strengthen the linkage among educators, family, and community.**

Burnham School has made considerable progress toward implementing a school-wide full inclusion model, including the use of coteaching and Instructional Support Teams. At St. James, the teachers are the driving force toward inclusion and restructuring. The Instructional Support Teams, consisting of a regular education teacher, a special education teacher, and a reading specialist or Chapter 1 teacher, are the key tools. At Walnut Square a totally integrated 4th grade class brought together a regular education class and class for students with severe learning disabilities and is co-taught by the two teachers. Teacher, administrator, and parent surveys are a part of the state's evaluation project.

Springfield Public Schools
195 State Street
Springfield, MA 01102
(413) 787-7087
Superintendent: Peter Negroni

***Springfield is a large urban center in the middle of the state serving a diverse student population with a student population of more than thirty-three thousand. Inclusion activities take place at Brightwood Elementary, Chestnut Junior High School, Duggan Junior High School, and Central High School. District goals include implementing school-based management, fully inclusive schools; increasing cooperation of all school programs; increasing the number of special needs students served in regular education classrooms. Inclusion activities are taking place in pockets throughout the district. At Brightwood full inclusion is occurring in kindergarten classes. At Duggan, which is organized in teams, co-teaching is occurring with every class including the general education teacher, a special education teacher, and an aide. Teacher, administrator, and parent surveys are a part of the state's evaluation project.**

Michigan

Holt Public Schools
4610 Stattler Avenue
Holt, MI 48842
(517) 694-0401
Superintendent: Mark Maksimowicz

*The district serves some 5,300 students, K-12, with five elementary schools, one middle school, one junior high school, and one senior high school. Inclusion activities began in 1989, with the support of the Center for Inclusive Education, Wayne State University. Currently, the only self-contained classes which the district operates are three classes for students labelled as emotionally impaired. Resource Room teachers work with general education teachers to support students with disabilities. Team teaching is used, as is a consultant teacher model, as well as extensive use of paraprofessionals. There are no separate special education programs at the high school. Students involved in the inclusion program cover the entire span of handicapping conditions.

In 1992, a survey was conducted among teachers, other school staff, and parents concerning the inclusion program. Overall, faculty, other school staff, and parents favored inclusion and felt that the program had been successful. More training and support was called for to assure the continued success of the program. Most general education teachers, other school staff, and parents felt that their personal experiences had been positive. Most respondents believed that inclusion improved the quality of education for students with special needs, while reactions were mixed regarding the impact on inclusion had on the quality of education for non-handicapped students.

Minnesota

St. Cloud Community Schools District #742
628 Roosevelt Road
St. Cloud, MN 56303
(612) 253-93333
Superintendent: Ronald Jandura

> *Inclusion activities take place in this urban/rural district at fourteen schools, K-12, serving over eleven thousand students.

St. Croix River Education District
P.O. Box 637
425 South Dane Avenue
Rush City, MN 55069
(612) 358-3616
Superintendent: Gary Germann

> *This education service agency serves seven school districts. Beginning in 1991, programs were developed for the transition of students back into their home schools. Students now attend their neighborhood school in age-appropriate classes. Program responsibility is shared by general and special educators, regardless of the nature or severity of the student's disability. Planning teams are utilized in a collaborative model, consisting at least of the student's general education classroom teacher, a special education teacher who coordinates support services, and parents. Other members join the team as needed. Since 1992, the program has extended to interagency partnerships.

Mississippi

The state director of special education is:

Carolyn Black
Director of the Office of Special Education
State Education Department
PO Box 771
Jackson, MS 39205
(601) 359-3498

Missouri

A state Department of Elementary and Secondary Education Advisory Panel has recommended the increase of integrated placements and that opportunities for "full inclusion" be considered for any student with disabilities.

Kansas City School District
1211 McGee Street
Kansas City, MO 64106
(816) 871-7000
Superintendent: Walter Marks

> ***Beginning in the 1992-93 school year with three elementary schools, in the 1993-94 school year nine schools are involved including three middle schools. All disabilities are represented in the inclusion model. Over the course of the decade, the plan is to include all seventy-two schools in the district. Prior to the implementation of the inclusion program, a building undergoes six to twelve months of planning, including the development of a task force, a steering committee, and on-site visits.**

Frances Howell School District
4545 Central School Road
St. Charles, MO 63304
(314) 441-0088
Superintendent: John Oldani

> ***Alternative Intervention Strategies (AIS) incorporates teaching strategies used prior to special education and, thus, sustains students in the general education classroom for many students with disabilities. The Class Within A Class service delivery model has encouraged the placement of students with mild to moderate disabilities in the general education classroom. It is built on the premise that these students are capable of mastering the same challenging curriculum as their peers without disabilities when the resources of general education and special education**

are merged in a collaborative teaching model; supported by strong alignment of curriculum, teaching, and assessment; and augmented with instruction in learning strategies for those children who do not possess efficient learning prowess. Over the past five years, the district has expanded Class Within A Class from the North High School to all levels; it now operates in four secondary schools and four elementary buildings.

Support to currently integrated students includes assistance of a specially trained and supervised paraprofessional; consultation and resource support of a special education teacher; collaboration of the regular and special teacher; administrative support in classroom assignments and schedule; and inservice and networking opportunities for special and general education teachers. A district Inclusion Committee guides its work.

Park Hill School District
7703 N.W. Barry Road
Kansas City, MO 64153
(816) 871-7600
Superintendent: Walter Markas

The Special School District of St Louis County
12110 Clayton Road
Town and Country, MO 63131
(314) 569-8100
Superintendent: Ronald Recore

*This special school district supports inclusion programs of its local members.

Montana

Corvalis School District
P.O. Box 700
Corvalis, MT 59828
(406)961-4211
Superintendent: K.W. Maki

***Inclusion activities take place in this rural district at the Marion Daley Elementary School and the Sarah Schumacher High School.**

Nebraska

Lincoln Public Schools
5901 O Street
Lincoln, NE 68501
(402) 436-1000
Superintendent: Philip Schoo

***Inclusion activities take place in all 49 schools of this district.**
Some 85% of students with disabilities attend their home school. A districtwide committee has developed a belief statement regarding inclusion, and the district is moving toward implementing it.

Nevada

The Department of Education is currently shaping what inclusion means in the state. Its efforts include an examination of the current system of education and special education and its outcomes; changing mind sets that special education means exclusion, rather than a process of individualized instruction starting in the regular education environment; providing training to educators to help them individualize instruction; helping administrators to provide support to teachers in classrooms so they can help students with diverse needs succeed; changing the current system as is determined necessary to appropriately educate all students.

Douglas County School District
PO Box 1888
Minden, NV 89423
(702) 782-5131
Superintendent: Pendrey Clark

New Hampshire

Haverhill Cooperative
35 South Court Street
Woodsville, NH 03785
(603) 747-2701
Superintendent: Douglas McDonald

> *Inclusion activities take place in this rural school district at all six schools, serving eighteen hundred students.

Lebanon School Administration Unit #32
84 Hanover Street
Lebanon, NH 03766
(603) 448-1634
Superintendent: John Fontana

> *Inclusion activities take place in this rural school district at the Mt. Lebanon Elementary School.

Salem School District
38 Geremonty Drive
Salem, NH 03079
(603) 893-7040
Superintendent: Phil Boucher

Souhegan School District
PO Box 849
Amherst, NH 03031
(603) 673-2690
Superintendent: Rick Lalley

> ***Souhegan High School is a member of the Coalition of Essential Schools. It is fully inclusive: all students with disabilities are fully included in the mainstream of regular education. A federally-funded research project, "Including Students with Disabilities in Systemic Efforts to Restructure Schools", supports an extensive program, including a quarterly newsletter, Equity and Excellence. The project is conducted in collaboration with the New Hampshire Alliance for Effective Schools and its School Improvement Program (SIP). The project builds on the work of a state Systems Change grant, which began in 1988. Reform efforts include interdisciplinary planning teams, community-based instruction for all students, case management, an Academic Support Center that is available to all students.**

Governor Wentworth Regional School District
Main Street
Wolfeboro, NH 03894
(603) 569-1658
Superintendent: Sherwood Fleury

New Jersey

The state Department of Education has established an Inclusion Network of eighteen districts, as well as providing training and technical assistance, including a summer institute on inclusion.

Bernardsville
25 Olcott Avenue
Bernardsville, NJ 07924
(908) 953-2150
Superintendent: Richard Noonan

Clinton Township School District
11 Humphrey Road
P.O. Box 6
Annadale, NJ 08801
(908) 735-4145
Superintendent: Richard Byrnes

> ***Inclusion programs take place in this rural school district at the Spruce Run School (K-2), Patrick McGaheran School (3-5), and Round Valley Middle (6-8). Beginning in 1990, when 69 students were in inclusion programs, in the 1993-94 school year, 85 students are involved.**
>
> **Collaborative teams are the key instructional modality, with a heavy focus on academic skills.**

Collingswood School District
200 Lee Avenue
Collingswood, NJ 08108
(609) 692-5700
Superintendent: Adam Pheffer

> *Inclusion programs take place at each of the district's five elementary schools and in its Middle and Senior High Schools. All grades from kindergarten through twelfth are participating. There is an increasing extent of collaboration among teachers, both general and special education, and growing sense of seeing students as "ours."
>
> In terms of costs, there have been savings in both tuition and transportation and increases for staff development, support services and supplementary aids.

East Brunswick Public Schools
760 Route 18
East Brunswick, NJ 08816
(908) 613-6705
Superintendent: Jon Kopko

East Orange School District
715 Park Avenue
East Orange, NJ 07017
(201) 266-5757
Superintendent: John Howard, Jr.

East Windsor School District
Stockton Street
Highstown, NJ 08520
(609) 443-7704
Superintendent: David Witmer

Haddon Heights School District
300 Second Avenue
Haddon Heights, NJ 08035
(609) 547-1412
Superintendent: Edward Snyder

Haddonfield School District
1 Lincoln Avenue
Haddonfield, NJ 08033
(609) 429-4130
Superintendent: Barry Ersek

> *Inclusion activities take place in each of the district's five schools. Students involved cover the full range of handicapping conditions. Teachers are involved in collaborative teaching activities and work as teams in providing instruction. There has been an increase in special education teachers, aides, and staff development, the costs of which have been offset by a reduction in out-of-district placements and transportation. Parental involvement has increased, with the district reporting that "the more we include the parents in the planning and delivery of the program, the more successful the outcomes."

Highland Park Public Schools
435 Mansfield Street
Highland Park, NJ 08904
(908) 572-6990
Superintendent: Peter Bastardo

Metuchen Public Schools
576 Middlesex Avenue
Metuchen, NJ 08840
(908) 321-8710
Superintendent: Gennaro Lepre

*The school district serves 1,600 students in four schools (K-2, 3-5, 6-7, 8-12). The district no longer has any self-contained special education classes.

The Moss Elementary School serves 455 students. Starting in 1991 with the inclusion of a 7-year old student who had been in a private school, the school now serves an additional eight children in inclusive programs, who otherwise would have been placed in special education classes.

Key to the inclusion program is a building team, consisting of a speech-language specialist, a school psychologist, a learning consultant, a social worker, a parent, a special education teacher, a general education teacher, and a teacher-aide. The district has provided for staff development activities, teacher assistants, planning time for teachers, and additional related services.

A consequence of the inclusion program is that classroom teachers have developed confidence in their ability to meet the needs of students with disabilities. They are increasingly skilled in using the services of other staff members. An additional outcome has been the greater involvement of parents in the school, as well as students experiencing the advantages of diversity.

Mine Hill Township
Canfield Avenue School
Canfield Avenue
Mine Hill, NJ 07801
(201) 366-0590
Superintendent:Ernest Palestis

> * The child study team is a key resource in providing the supportive services necessary for students to be included. Each team member provides direct in-class support for teachers and students, including recommending educational and behavioral strategies for classroom teachers to presenting social decisionmaking skills development and conflict resolution programs within the general education class setting. Parents, too, use the team as a resource. Preschool children, who have been receiving services in separate settings will be involved in an inclusion program in the fall, supported by a grant from the state Department of Education.

Princeton Regional Schools
25 Valley Road
Princeton, NJ 08540
(609) 924-9322
Superintendent: Richard Willever

Roselle Park School District
500 Larch Street
Roselle Park, NJ 07204
(908) 245-1197
Superintendent: Bell Clarke

Scotch Plains School District
Evergreen & Cedar Streets
Scotch Plains, NJ
(908) 232-6161
Superintendent: Carol Choye

Stillwater Township Schools
P.O. Box 12
Stillwater, NJ 07875
(201) 383-6171
Superintendent: S. William Shelton

Union City School District
Union City, NJ
(201) (348-5851
Superintendent: Thomas Hithton

New Mexico

The state board of education has adopted a strong pro-inclusion policy statement.

Albuquerque Public Schools
725 University Boulevard S.E.
Albuquerque, NM 87120
(505) 842-3633
Superintendent: Jack Bobroff

***Inclusion activities take place in this suburban school district at the Chaparral Elementary School.**

New York

The Board of Regents has adopted a Least Restrictive Environment Implementation Policy Paper. It emphasizes expanding current options for students to be educated in the general education environment. Some twenty districts are participating in the state's Systems Change Project.

**Elmont Union Free School District
Elmont Road
Elmont, NY
(518) 326-5501
Superintendent: Gerald Lauber**

**Farmingdale School District
50 VanCott Avenue
Farmingdale, NY 11735
(516) 752-6510
Superintendent: Gerard Dempsey**

**Hauppauge Public Schools
600 Townline Road
Hauppague, NY 11788
(516) 265-3630
Superintendent: Robert Parry**

> ***Inclusion activities take place in an elementary school (third grade) and at the middle school (sixth grade). At the elementary level, team teaching is utilized, with the curriculum adapted. Peer teaching and cooperative learning are utilized, as**

are small group instruction, individual instruction, and reteaching. Whole language is used with all students. Thirty-four students, ten with disabilities, are taught by two teachers and a teaching assistant. The staff serve all the students in the class.

All students are successfully completing the curriculum.

Irvington Public Schools
40 North Broadway
Irvington, NY 10533
(914) 591-8500
Superintendent: Steven Fisher

***Students are included in a kindergarten class and a 5th grade class in the Dows Lane Elementary School, and in a 9th grade program at Irvington High School. A full-time teaching assistant works with the kindergarten and 9th grade student. The overall costs are less than separate special education classes for these students.**

Johnson City Central School District
666 Reynolds Road
Johnson City, NY 13790
(607) 770-1200
Superintendent: Larry Rowe

***Since the late 1980's, this small former mill town with some two thousand students has sought to merge the previously isolated worlds of general and special education, within the framework of the Outcomes Driven Developmental Model (ODDM), a comprehensive model for school improvement. ODDM has been a part of the district's design since 1971. (It was validated by the Joint Dissemination Review Panel in June, 1985, and is distributed through the National Diffusion Network.) It focusses on four issues: 1. What do we want, i.e., student outcomes; 2, What do we know, i.e., the research base; 3. What do we believe; and 4. What do we do?**

Beginning in the 1986-87 school year, seventy-five students who had previously attended out-of-district BOCES programs were brought back to the district. In the following school year, an additional fourteen students, several labelled as emotionally disturbed, were brought back to the district's schools.

Special education teachers in the district's two elementary (K-4) and middle school (5-7) are part of a three to four person collaborative team with general education teachers. Team members share a common planning period daily. Students with disabilities are randomly assigned to heterogeneous home rooms. At the high school, special education teachers are part of each academic department. A combination of collaborative teaching, academic support classes, and community-based programming is used at the high school. A model similar to the lower grades collaborative teams is emerging in the high school. Circle of friends groups exist at the elementary schools and middle school, and a high school program integrates students in social settings.

The district provides an extensive program of support for other districts interested in adopting ODDM. ODDM adopters are located in Arizona, Connecticut, Idaho, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New York, Ohio, Oregon, Pennsylvania, Texas, Utah, Virginia, Vermont, Washington, West Virginia, and Wyoming.

Kingston City Schools
61 Crown Street
Kingston, NY 12401
(914) 339-3000
Superintendent: William A. LeDoux

*Inclusion programs are being implemented at seven elementary and one middle school; the district has thirteen schools.

Thirty-four students are involved, who are identified as multiply handicapped, mentally retarded, autistic, and emotionally disturbed. These students are fully included in all school activities and receive their primary instruction in general class settings.

There has been a sharp change in the district's special education model since the 1990-91 school year. In that year, 85 percent of the students with disabilities were

educated primarily in special classes or more restrictive settings. In the current school year, placements of students with disabilities is evenly split between those in special classes and those receiving resource room/consultant teacher services.

Instructional strategies used include multi-level instruction, parallel curriculum, and various problem solving techniques. Paraprofessionals, who had been assigned to special classes now work cooperatively with the general education class teacher. Consultant teachers work with the classroom teacher. Support staff (e.g., OT, PT, Speech) have begun to "push in" to minimize out-of-classroom time.

Staff development activities have included attendance at the McGill University Summer Institute, ongoing training, participation in the New York State System Change Grant.

Parents of both general education and special education students have been positive in their response to the program.

Additional costs of inclusion have included paraprofessional support, use of the consultant teacher.

In evaluating the program, the district has looked to achievement of IEP goals, academic learning, behavior, social skills, etc. Also, they have assessed friendships and participation in extra-curricular activities.

Manhasset School District
200 Memorial Place
Manhasset, NY 11030
(516) 627-4400
Superintendent: Maria Petraglia

***Inclusion activities are beginning in this suburban district, with students at the Shelter Rock and Munsey Park Elementary Schools receiving teacher consultant support as well as small group instruction.**

New York City Public Schools
110 Livingston Street
Brooklyn, NY 11201
(718) 935-5020
Superintendent: Raymond Cortines

*Students with severe (low incidence) disabilities are served in the programs of District 75 (similar to BOCES elsewhere in the state, and intermediate units in other states). The district serves some seventeen thousand students. (The more than one hundred and ten thousand students with mild and moderate handicapping conditions are served by the community school districts and the High School Division.)

One of the district's four strategic priority goals is the development and implementation of inclusive programs for the district's students. Given the structure of the New York City Public Schools, this involves negotiation between District 75 and the thirty-two community school districts (for elementary and middle school students), and with the High School Division, for high school-aged students.

Superstart Plus, Kindergarten Plus, First Grade Plus, and Second Grade Plus are pre-k, K, 1st, and 2nd grade programs, respectively, which include together general education, special education, and Chapter 1 students in an inclusive program.

In cooperation with the New York State Partnership for Systems Change Project, District 75 is working on inclusive education programs on a districtwide basis with Community School Districts 21 (Brooklyn) and 31 (Staten Island).

In Community School District 15 (Brooklyn), the Children's School is an innovative state magnet full inclusion early childhood program, jointly administered by the two districts. Children with the full range of disabilities attend prekindergarten, kindergarten, and first grade. All classes are team taught by a general education teacher, a special education teacher, and a paraprofessional. A second magnet school, the Studio School with the infusion of multimedia in the educational process, is being established in Community School District 21, to serve intermediate school students.

District 75 has established on Office of Inclusive Education, which supports a teacher training program in collaboration with Hunter College, The City

University of New York; has established a working committee on evaluation of inclusive education; and a parent task force on inclusive education.

Students from P 36 (Brooklyn) attend Canarsie High School, where they participate in regular, departmentalized high school classes and follow the high school schedule. A "home base" of a teacher, paraprofessional, clinician and supervisor provide support for the students' social, emotional, and academic needs. A program of inclusion has begun at a nearby middle school.

Students from P. 370 (Brooklyn) are enrolled full-time at Cavaliero Intermediate School. The students are supported by teachers assigned from P. 370 and two paraprofessionals. Two students who have graduated from this program are now attending an inclusive program at Southshore High School, where they are supported by paraprofessionals.

Special education students with severe disabilities have long been housed at P.S. 329, a general education school in southern Brooklyn. Based on the initiative of the special education administrators, an inclusion program has been developed for students with severe disabilities. The special education students, who had been in a class with one teacher and three paraprofessionals, are distributed across three general education classes (two students per class), along with an aide assigned full time to each class. The aide is not limited to working with the special education students. The former special education classroom teacher serves as a "methods and resources teacher", assisting the general education teacher in developing materials and strategies, provides support in the classroom through model lessons and direct support, and encourages parental involvement. (The "methods and resources teacher" model was developed in the Woodstock, New Brunswick schools.) An inclusion facilitator assists the overall effort. Key to the success of the program is the active engagement of the building's principal.

Students from P. 771 (Brooklyn) are in full inclusion programs in the kindergarten, first, and fourth grade classes. An inclusion liaison teacher and paraprofessionals support these students.

Four alternative high school sites are implementing inclusion programs -- one in the South Bronx, one in Queens, and two in Manhattan.

Pittsford Public Schools
Sutherland Street
Pittsford, NY 14534
(718) 385-6011
Superintendent: John O'Rourke

***At the Thornell elementary school fifth grade classes are "Blended", with students being supported through instructional and materials adaptation.**

Seaford School District
Washington Avenue
Seaford, NY 11783
(516) 783-0711
Superintendent: Dwayne Poll

Syracuse Public Schools
725 Harrison Street
Syracuse, NY 13210
(315) 435-4164
Superintendent: Robert DeFlorio

***The Edward Smith School, which serves over eight hundred students, K-6, has long been noted for its inclusion programs, esp. for students with autism and behavior disorders.**

Lincoln Middle School serves 637 students (6-8), 16% of whom are identified as having disabilities. In 1991, the school began planning for its first program fully to include students with disabilities. The impetus came from the fact that students who had been fully included in the elementary school were about to enter the Middle School. In 1993, Lincoln adopted a three-year plan that aims at integrated, thematic learning using cooperative learning and new assessment methods (e.g., portfolios).

Various formats for support teams have been developed, along with changes to make the teams more heterogeneous, as well as to effect changes in scheduling of staff so as to permit regular team meetings and block scheduling.

Supports for students are at different levels, e.g., some students receive individual instruction each day while others receive service from a special education teacher on an ongoing basis.

Inclusion programs also take place at the Levy Middle School, the Salem Hyde School, the Lincoln Middle School, and the Fowler High School.

Ticonderoga Public Schools
351 Amherst Avenue
Ticonderoga, NY 12883
(518) 585-6674
Superintendent: Robert Collins

***At the Ticonderoga Elementary School kindergarten students are included.**

White Plains Public Schools
5 Homeside Lane
White Plains, NY 10605
(914) 422-2000
Superintendent: Saul Yanofsky

***Inclusion programs have been implemented in the district since 1989. General orientation sessions have been held for all personnel, and for parents. Teachers have participated in specific training in collaboration, teaming, and curricula modification. A K-5 elementary school has become an inclusive school, providing services to twenty students in inclusive settings.**

Williamsville Central School District
415 Lawrence Bell Drive
Williamsville, NY 14231
(716) 626-8010
Superintendent: Francis Murphy

Yorkshire-Pioneer C.S.D.
P.O. Box 579
Yorkshire, NY 14173
(716) 492-4066
Superintendent: David Kurzawa

*Inclusion activities take place in this rural school district at the Arcade Elementary and Middle School.

North Carolina

Reidsville City Schools
920 Johnson Street
Reidsville, NC 27320
(919) 342-4201
Superintendent: Craig Leviner

*Reidsville Intermediate School (4-5) is a full inclusion school. The initiative came from the school's teachers, and began in 1992. Students who were previously in self-contained classes were divided between one fourth grade and one fifth grade teacher. The special education teacher divides her time between each of the classes, which also have a full time aide. Key is the process of collaboration among the teachers. Staff development has included training by the state Department of Public Instruction, visitation to other programs, discussion times for staff, and collaborative teaching workshops. Parental support has been positive. Speech therapy is provided in the regular classroom.

At the Moss Elementary School, three severely impaired (OI) students are full time members of the 1st and 2nd grade classes. A special education teacher splits her time between the two classes, teaches collaboratively, and provides modifications. At the Lawsonville Avenue Elementary School five (EMH, BEH, LD) students are included in the 3rd grade. At the South End Elementary School, six (LD, OHI, EMH) students are included in the 3rd grade. At the Middle School (6-8), a cross section of special education students (EMH, LD, BEH, OHI) are part of a team at each grade level.

North Dakota

The director of special education is:

**Gary Greenberg
Director of Special Education
Department of Public Instruction
600 East Boulevard Avenue
10th Floor Capital Building
Bismarck, ND 58505
(701) 224-2260**

Ohio

Berea City School District
390 Fair Street
Berea City, OH 44017
(216) 243-6000
Superintendent: Terry Krizak

*Inclusion activities take place at Berea High School.

Brunswick City School District
3643 Center Road
Brunswick, OH 44212
(216) 225-7731
Superintendent: Edward Myracle

Columbus Public Schools
270 East State
Columbus, OH 43215
(614) 365-5000
Superintendent: Larry Mixon

Elyria City School District
355 Criwold Road
Elyria, OH 44035
(216) 284-8200
Superintendent: Lester Schultz

*Inclusion activities take place at Elyria Elementary School.

Edgewood City School District
3436 Edgewood Drive
Ashtabula, OH 44004
(216) 998-4411
Superintendent: Joseph Danatone

*Inclusion activities take place at Edgewood High School and Trenton Elementary School

Hamilton County Office of Education
11083 Hamilton Avenue
Cincinnati, OH 45231
(513) 369-4700
Superintendent: J. Michael Brandt

Huber Heights City School District
5954 Longford Road
Huber Heights, OH 45424
(513) 237-6300
Superintendent: Richard Burke

*Inclusion activities take place at Weisenborn Elementary School, Menlo Park Elementary School, and Studabaker Junior High School.

Raven City School District
507 East Main Street
Rosana, OH 44266
(216) 296-9679
Superintendent: Philip Warner

*Inclusion activities take place at West Main Elementary School and Brown Middle School.

Whitehall City School District
625 South Yearling Road
Whitehall City, OH 43213
(614) 235-2385
Superintendent: Jack Conrath

*Inclusion activities take place at the high school.

Oklahoma

A major inclusionary effort in the state has involved working to implement the closing of the Hisson Institute, a facility for persons with severe disabilities, closed per court order. The school-age residents have been placed in neighborhood schools. Among the activities to facilitate this has been summer institutes for the past three years involving some thirty school districts which "Hisson" students attend. In addition, the state Department of Education has provided technical assistance, on-site demonstrations, research information and material, and inservice training. Building on this work, as a series of mini-grants made to local districts to promote inclusion, a statewide Systems Change Project has just been launched. Four districts, noted below, are included in the first year.

Ft. Gibson Public Schools
PO Box 280
Ft. Gibson, OK 74434
(918) 478-2474
Superintendent: Earl Garrison

Jenks Public Schools
205 East B Street
Jenks, OK 74037
(918) 299-4411
Superintendent: Kirby Lehman

Ponca City Schools
PO Drawer 271
Ponca City, OK 64602
(405) 767-8000
Superintendent: Wynona Winn

***The Ponca City School district has a districtwide inclusion policy.**

Union Public Schools
5656 South 129th East Avenue
Tulsa, OK 74134
(918) 459-5432
Superintendent: Timothy Jenney

Oregon

Cottrell School District
36225 SE Proctor Road
Boring, OR 97009
(5O3) 668-5521
Superintendent: Joanne Yatvin

*In describing what this small rural district has done, the superintendent said: "We closed our resource room and set the inmates free... . The children now are in regular classrooms full time, where they work shoulder-to-shoulder with fellow students, where teachers modify the teaching for their particular needs and where specialists come in to teach them -- along with their nonhandicapped classmates -- in small groups. All this has happened not as a result of the national movement toward 'full inclusion'...but because we, as educators, could not tolerate the old pull-out self-contained systems any longer."

Gresham School Districts
1331 NW Eastman Parkway
Gresham, OR 97030
(503) 669-2450
Superintendent:Zeno Katterle

*In 1985, the district received its first parent request for a full inclusion placement for a student with orthopedic impairments. A full inclusion placement was provided with a one-to-one motor management aide. By 1989, the district provided full inclusion placements for three other orthopedically impaired students, again using motor management aides.

In the 1991-92, the district entered a second phase of inclusion. Every principal and vice-principal was offered the opportunity to attend the state Department of Education's week-long summer institute on inclusion. Also, selected special educators, speech pathologists, and counselors attended. Following the summer institute, an integrated first grade classroom was established, and speech pathologist language services were provided in general education classrooms. An integration specialist was employed. The specialist participated in team planning and parent meetings, facilitated the MAPS planning for transitioning students, and presented at district in-service sessions. The role of the integration specialist is seen as key, especially in developing flexible instructional strategies, as well as the use of support aides.

Lincoln County School District
P.O. Box 1110
Newport, OR 97365
(503) 265-9211
Superintendent: Skip Liebertz

*Inclusion activities take place in this rural school district at all twenty-one schools, which serve some sixty-five hundred students.

Ontario Public Schools
195 Southwest 3rd Avenue
Ontario, OR 97914
(503) 889-5374
Superintendent: J. David Cloud

*As with other districts throughout the state, a supported education model is used in Ontario. All students in this rural district's six elementary schools, middle school and high school attend their neighborhood school. All 260 students, with the full range of handicapping conditions, are involved in inclusion programs. The district is in its third year of inclusion.

Site-based management gives the principal total control of all the funds to operate the special education program in the school. Funds which had been used to bus students to separate special education centers were put to use to support students in general education classes. Staff development among both general and special education teachers, who play a consulting role, is a key component of the district's program. Multi-level instructional strategies have been implemented, with the curricula adapted and modified depending upon student needs.

Special education personnel have become support specialists for the general education classroom teachers. The special education director has become a quality control officer and technical assistance person.

As part of the district's program of site-based management, special education funding has been moved to the building level. All funds are put in a single "pot", allowing the principal to assign staff as needed; a software program allows for tracking expenditures. The district has used $150,000. that had been devoted to busing students to special education centers and put it to use in general education classrooms. Overall, the inclusion program has added little to the district's costs.

The High School program involves students as "Natural Helpers", in a schoolwide peer counseling and peer tutoring program.

Tigard Tualatin School District #23J
13137 S.W. Pacific Highway
Tigard, OR 97223
(503) 684-2201
Superintendent: Russ Joki

*Inclusion activities take place in this suburban school district at all of its schools, which serve some nine thousand students.

Pennsylvania

The Instructional Support Teams (IST) project is a state-mandated program, K-6, for students who are having trouble in school. In the 1993-94 school year, some districts have used the IST program to facilitate inclusion of students with severe disabilities in regular classes. The teams include the building principal, the student's regular classroom teacher, the support teacher assigned to the building, and others, as appropriate. Parents are encouraged to participate in the work of the team. The Instructional Support teacher assists regular education teachers in meeting goals set by the team. They are specially trained and work under the supervision of the principal. The support teacher works with an individual child only to assess the student's needs in the classroom and to model strategies for teachers, parents, and others who provide services to the student. Instructional support includes collaboration and team building, curriculum-based assessment, instructional adaptation, behavior management programs. There is a special training program for principals. As of March, 1993, 313 districts are involved in one of the project's three phases.

The School District of City of Allentown
31 South Penn Street
Allentown, PA 18105
(215) 820-2211
Superintendent: Diane Scott

***The district has implemented three inclusion programs. Rights Without Labels was a state-funded program where students received services and support regardless of the funding source(s). It was instituted in two elementary schools. Gateways is also a state initiative (part of a federal Systems Change Grant) that includes more severely impaired students in regular classroom settings. It was instituted in one elementary, one middle school. and one secondary school. The Instructional Support Team project is a state mandated program, K-6.**

Central Susquehana Intermediate Unit
PO Box 213
Lewisburg, PA 17837
(717) 523-3220
Superintendent: William Tork

Delaware Valley School District
HC 77, Box 379A
Milford, PA 18337
(717) 296-6431
Superintendent: James Melody

***Approximately twenty students are involved in inclusion programs at the Dingman-Delaware Elementary School and the Delaware Valley Elementary School, both of which are K-5. The students include those labelled as MR and LD. The district reports no net additional costs.**

Hampton Township School District
4482 Mt. Royal Boulevard
Allison Park, PA 15101
(412) 486-6000
Superintendent: Kenneth Scholtz

***Using the state's GATEWAYS model, the district's three elementary schools educate students with mild to severe disabilities in an inclusive setting in their home/neighborhood school. Students each have a full time teacher aide and the teachers share the consulting services of an inclusive education specialist. The specialist collects data. consults with the teachers, writes the IEP for each student, and guides teachers in adapting curriculum, locating appropriate developing materials, and alternative instructional strategies. In its description of the**

program, the district has developed a comprehensive statement of the bases for inclusion, along with responses to various questions that are frequently raised, e.g., effects upon "typical" children, class size issues, why not start with students with mild disabilities, impact upon nondisabled students, costs of inclusion, (re)training of teachers, friendships among students, new roles of teachers in inclusion programs, as well as reasons for adopting inclusion .

Huntingdon Area School District
2400 Cassady Avenue
Huntingdon, PA 16652
(814) 643-4140
Superintendent: Derry Stufft

***All LD students at the middle school and high school are included in general education classes, with their teachers teamed with general education teachers. Students with more severe impairments are included on an individual basis.**

Northern Bedford County School District
HCR #1
Loysburg, PA 16659
(814) 766-2221
Superintendent: Lanny Ross

***The North Bedford County Elementary School serves five students with severe disabilities in its inclusion program.**

Pittsburg School District
341 South Bellfield Avenue
Pittsburg, PA 15213
(412) 622-3775
Superintendent: Louise Brennan

*Dorseyville Middle School serves 935 students (6-8), of whom 14% are special education. Students are divided into teams and served by four general education teachers and one educational support specialist, who works with the general education teachers in planning and teaching. This system has been effective not only for the special education students but for others as well who need additional assistance. The teams are also supported by aides and instructional assistants. Staff development activities are a key element in support of the inclusion program, which is supported by the state's "Gateways" program.

Cooperative learning and individualized instruction allows students to proceed at their own pace. Instructional computer programs increase the ability of students to work on their own. Friendships and social interactions among students are encouraged through "Circles of Friends."

Rhode Island

The state Department of Education has supported through an RFP process local districts implementing inclusion programs.

Newport Public Schools
437 Broadway
Newport, RI 02840
(401) 847-2100
Superintendent: Donald Deaudette

> ***Students with severe disabilities are fully integrated into the regular classrooms at the Sheffield Elementary School, usually accompanied by an aide. A team approach includes teachers, parents, and all support personnel.**

Wakefield Public Schools
307 Curtis Corner Road
Wakefield, RI 02879
(401) 792-9681
Superintendent: Arthur Campbell

> ***Students are included in South Kensignton High School with the assistance of peer supports. Students at the West Kingston Elementary School are included through a team approach involving the classroom teacher, the special education teacher, and support personnel. The school operates on the expectation that all students with be served in a regular classroom, with needed support services.**

Westerly Public Schools
44 Park Avenue
Westerly, RI 02891
(401) 596-0315
Superintendent: Andrew Carrano

*The district includes four elementary schools (K-4), a middle school (5-7), and a high school. Until recently, students with disabilities were placed in self-contained classes, K-12. The impetus for change came a few years ago with a new English/Language Arts department head and a new Special Education director. Shared decisionmaking, support for staff development, and an annual two-day off-site conference for all teachers provided the mechanisms for change.

Westerly High School serve 1,089 students (8-12). By 1991-92, all students were integrated into regular English and grade 8 reading classes, with a special education and a general education teacher collaborating. Whole group instruction was abandoned and replaced with thematic teacher-developed units that students could navigate at their own pace. Planning time for teachers is a key factor in the success of the program.

South Carolina

The state director of special education is:

Ora Stann
Director, Office of Exceptional Children
1429 Senate Street
Room 505, Rutledge Building
Columbia, SC 29201
(803) 734-8465

South Dakota

The state is in the final year of a Systemwide Change project, and has just completed a feasibility study concerning inclusion in the context of school restructuring.

Flandreau School District
600 1st Avenue, West
Flandreau, SD 57028
(605) 997-3263
Superintendent: Mark Forte

Mitchell School District
PO Box 7760
Mitchell, SD 57301
(605) 995-3021
Superintendent: John Christiansen

> *All five schools in the district (three elementary, the middle school, and the high school) are involved in an inclusion and educational restructuring program.

Rapid City School District
300 6th Street
Rapid City, SD 57701
(605) 394-4031
Superintendent: Maurice Haugland

Sioux Falls School District
PO Box 5051
Sioux Falls, SD 57117
(605) 331-7956
Superintendent: Jack Keegan

> *Inclusion projects take place in five elementary schools and one middle school. At the Hawthorne School all students are assigned to regular homerooms; the 5th grade is fully included with the special education teacher teamed with the three general education teachers. This involves collaborative teaching, curriculum modifications, special assistance within the classroom, and individualized instruction. At Horace Mann School, the kindergarten students are fully included. In the 5th grade, all students are learning to sign through interaction with a student with a hearing disability. At Laura Wilder School, kindergarten students are included. At Harris School, a special education teacher collaborates with the general education 4th and 5th grade teachers.

Spearfish School District
400 East Hudson Street
Spearfish, SD 57783
(605) 642-5711
Superintendent: Jim Anderson

Todd County School District
PO Box 87
Mission, SD 57555
(605) 856-2626
Superintendent: Richard Bordeaux

> *Inclusion activities are taking place in several of the district's schools, esp. the Rosebud Elementary School.

Tennessee

Bradley County School District
P.O. Box 399
Cleveland, TN 37364
(615) 476-0620
Superintendent: Jerry Frazier

***At Taylor and Blue Springs Elementary schools an "in-class" service delivery model is utilized, instead of a pull-out resource program. Resource teachers, speech therapists, and teacher assistants provide the services prescribed on a student's IEP in the general education classroom. A resource lab is available for additional help.**

At Trewhitt Junior High School the LRE for Life Project prepares students with mild and moderate disabilities for educational opportunities in the general education classroom. A peer tutoring course is offered, with direct technical assistance provided to teachers by the University of Tennessee faculty.

A behavior intervention program assesses, identifies, and provides intervention services through pre-referral consultation with teachers and parents, short-term counseling, and behavior management programs.

Knox County School District
P.O. Box 2188
Knoxville, TN 37901
(615) 594-1620
Superintendent: Allen Morgan

Rutherford County School District
502 Memorial Boulevard
Mufreesboro, TN 37129
(615) 893-5812
Superintendent: Elam Carlton

*The LRE for Life program is being implemented at the middle and high schools.

Weakley County School District
Courthouse
Dresden, TN 38225
(901) 364-2247
Superintendent: Richard Barber

Texas

The Texas Education Agency has developed a paper, "A Leadership Initiative for Improving Special Education Services in Texas" (January, 1993), which includes as one of its objectives, building capacity to help districts "to fully include any student in regular education with necessary support to ensure student success."

Austin Independent School District
1111 West 6th Street
Austin, TX 78703
(512) 499-1700
Superintendent: Terry Bishop

Belton Independent School District
PO Box 269
Belton, TX 76513
(817) 939-1881
Superintendent: Joe Dirtle

Coppell Independent School District
200 S. Denton Road
Coppell, TX 75019
(214) 471-1111
Superintendent: W.O. Echols

*Inclusion activities at the Mockingbird Elementary School were initiated at the impetus of a parent of a student with severe disabilities.

Corpus Christi I.S.D.
PO Drawer 110
801 Leopard
Corpus Christi, TX 78403
(512) 886-9200
Superintendent: Abelardo Saanedra

Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
(214) 841-4101
Superintendent: Chet Woolery

Fort Bend Independent School District
PO Box 1004
Sugarland, TX 77487
(713) 980-1300
Superintendent: Ray Chopra

Grand Prairie Independent School District
4213 South Belt Line Road
Grand Prairie, TX 75052
(214) 264-6141
Superintendent: Marvin Crawford

Grapevine Colleyville Independent School District
3051 Ira A. Woods Avenue
Grapevine, TX 76051
(817) 488-9588
Superintendent: James Thompson

*Inclusion activities have begun at the Grapevine Middle School, with plans to begin at the High School and Elementary School in the coming year.

Henderson Independent School District
P.O. Box 728
Henderson, TX 75653
(903) 657-8511
Superintendent: Jerry Christian

Iraan-Sheffield Independent School District
PO Box
Iraan, TX 79744
(915) 639-2512
Superintendent: Bobby McCall

*Inclusion activities take place in this rural school district at the Iraan Elementary School.

Katy Independent School District
PO Box 159
Katy, TX 77492
(713) 391-2184
Superintendent: Hugh Hayes

Lewisville Independent School District
1800 Timbercreek Road
Flower Mound, TX 75067
(214) 539-1551
Superintendent: Clayton Downing

Lubbock Independent School District
5402 12th Street
Lubbock, TX 79415
(806) 766-0777
Superintendent: Mike Moses

> *At Mackenzie Junior High School, inclusion activities have been undertaken, involving students classified as OH, MR, and LD. Initial steps involved a special education teacher team-teaching with a general education subject matter teacher, e.g., earth sciences, literature, English. Staff developments activities have begun and additional efforts are underway.

Mansfield Independent School District
605 East broad Street
Mansfield, TX 76063
(817) 473-5600
Superintendent: Larry Blair

New Caney Independent School District
1 Eagle Drive
New Caney, TX 77357
(713) 354-1166
Superintendent: Jerry Hall

Richardson Independent School District
400 South Greenville
Richardson, TX 75081
(214) 301-3333
Superintendent: Wayne Johnson

Spring Branch Independent School District
955 Campbell Road
Houston, TX 77082
(713) 464-1511
Superintendent: Harold Guthrie

Wichita Falls I.S.D.
P.O. Box 2570
Wichita Falls, TX 76307
(817) 720-3100
Superintendent: Leslie Carnine

Vermont

The Vermont Special Education Reform Act (1990) provides mandates to which districts must comply, inducements through discretionary grants, capacity building in the form of training and technical assistance, and system changing through alterations in governance structures. The act calls upon the state Education Department to provide training for all teachers and administrators to enable them to work more effectively with students who are "at risk" or have learning difficulties, to tighten the state's eligibility standards for special education, to provide districts with support in establishing instructional support teams and training for these teams, to permit more flexible use of a portion of the district's special education funds, to require all districts to offer special education services to students age three through five years of age, to bring students back from out-of-district residential placements ("Homecoming"), and to establish maximum allowable costs for private residential schools. The 1990 act followed 1988 legislation which provided a new special education funding formula designed to contain the costs of special education.

Bakersfield School District
P.O. Box 17
Bakersfield, VT 05441
(802) 848-7888
Superintendent: Harvey Horowitz

*Inclusion activities take place in this rural school district at the Bakersfield Elementary School.

Chittenden East School District
Bridge Street
Richmond, VT 05477
(802) 434-2128
Superintendent: Harry Boyden

*All students in the district are fully included at all grade levels. Students include those with dual diagnosis, autism, emotional and behavioral disorders, and severe physical disabilities.

Lyndon Town Schools
P.O. Box 101
East Haven, VT
(802) 626-5262
Superintendent: Norman Messier

*Inclusion activities take place in this rural school district at both Lyndon Town Schools.

Milton Graded School District
42 Herrick Avenue
Milton, VT 05468
(802) 893-3210
Superintendent: Janice Keffer

*Inclusion activities take place at the Herrick Avenue Elementary and the Milton Junior/Senior High School.

South Burlington School District
500 Dorset Street
South Burlington, VT 05403
(802) 658-9060
Superintendent: Bruce Chapman

*Inclusion activities take place in all five schools of this suburban school district, which serves two thousand students. All students are educated in age-appropriate classes. For the most part, special educators function as consultants to the administration, teachers and staff. In some cases, special educators team teach in general education classes.

Swanton Schools
21 Church Street
Swanton, VT. 05488
(802) 868-4967
Superintendent: Douglas Harris

*Inclusion activities take place in this rural school district at the Swanton and Central schools.

Washington West Supervisory Union
P.O. Box 1065
Moretown, VT 05660
(802) 496-3742
Superintendent: Jim Aitchinson

*Inclusion activities take place in this rural school district at all seven schools, which serve seventeen hundred students.

Winooski School District
80 Normand Street
Winooski, VT 05404
(802) 655-0485
Superintendent: George Kross

*Inclusion activities take place in this school district at the JFK Elementary and Winooski Middle/High Schools.

Virginia

Chesterfield County Public Schools
PO Box 10
Chesterfield, VA 23832
(804) 748-1497
Superintendent: Thomas Flynn

Montgomery County Public Schools
200 Jukin Street, P.O. Box 29
Christiansburg, VA 24073
(703) 382-5100
Superintendent: Herman Bartlett

> *The district is in the fifth year of a five year plan to include students with all disabilities in their home schools. A comprehensive evaluation is underway, including a cost comparison of inclusive vs. traditional programming.

Roanoke City Public Schools
P.O. Box 13145
Roanoke, VA 24031
(703) 981-2466
Superintendent: E. Wayne Harris

> *In 1991-92, a pilot inclusion program was begun involving six elementary (K-5) schools, primarily with students labelled as "LD." Special education teachers work alongside of the general classroom teacher.
>
> Five middle schools (6-8) are involved with the inclusion model. The designs vary in each school, including co-teaching and a "lab" model, where the LD teacher provides services to both general education students and those labelled as "LD."

At the Westside Elementary School. the inclusion program involves students labelled as "LD", "EMH", "Speech/Language", and "ED." The program involves special education teachers co-planning and co-teaching with the general education staff, coordination for reinforcement and mastery activities, cooperation in the development of student assignments, and the use of instructional assistants. Curricular are adopted, cooperative learning is used. Classwide peer tutoring involves all children, including those with disabilities, helping each other. The MAPS planning process is used. As necessary, behavior support plans are developed for individual students. An integration (or Support) Facilitator helps to design, implement and/or coordinate supports necessary to assure success for all students. Related services are provided in the regular classroom. Critical, they feel, is the process of team building and the development of shared responsibilities. Pull-out time is provided as necessary.

Staff development activities include visitations to other school systems implementing this model, as well in-service training of administrators, staff, parents, and community members.

Washington

Central Kitsap School District
PO Box 8
Silverdale, WA 98383
(206) 692-3100
Superintendent: Janet Barry

*Inclusion activities take place in this suburban school district at the Silver Ridge Elementary School.

Entiat School District
2650 Entiat Way
Entiat, WA 9822
(509) 784-1911
Superintendent: Thomas Jentges

Ephrata School District 165
60 H Street S.E.
Ephrata, WA 98823
(509) 754-3538
Superintendent: Larry MacGuffie

*Inclusion activities began in January, 1988 with a district and then building level meetings, followed by visits to the Issaquah district's integrated classrooms. School board action, staff development, and meetings with parents preceded program implementation at one elementary school (grades 4 and 5). Based upon a program evaluation by parents and teachers which gave overwhelming support, the program was expanded to grades 1-5 at the initial school, grades 4-5 at another elementary school, and in mathematics at the high school. In September, 1990, the program

was expanded to all elementary grades, and then to the middle school in the following year.

Ephrata's Integrated Classroom Project involves all children learning in the same classroom. Special education teachers and classroom aides work in the general education classrooms.

The success of the program is based upon the district's belief that it is the right thing to do, a focus on the likeness of students, a research base regarding the best location of services, seeing special education as a service not a place, recognition that students can learn from each other, channeling resources to the classroom and allocating funding based upon student needs, stipends for teachers to take classes to meet the criteria for special education certification, an extensive staff development program, and a team effort of all stakeholders.

Federal Way Public Schools
31405 18th Avenue South
Federal Way, WA 98003
(206) 941-0100
Superintendent:G. Richard Harris

***Nineteen of the districts twenty-one elementary schools, three of the five the junior high schools, and one of the three high schools are involved in inclusion activities. Schools volunteer to participate in the program. An eight year cycle of support is provided to participating buildings. Those which participate each get twenty days per year of release time to visit other models, plan, or attend in-service activities. Participating buildings also receive the services of an Inclusion Facilitator, who provides technical assistance as needed.**

The district's inclusion program is premised on a value base that children can learn and belong; a focus on educating all students within home schools and in general education settings; services and supports are brought to the student within the general school and community settings; the classroom curriculum is adjusted and/or expanded to meet students' needs; and resources are combined to design effective, collaborative, site-based programs to meet the needs of a wide range of students.

The inclusion program varies building to building. At one elementary school, there

are no separate classes, with all students in inclusion classes. Other schools select classrooms which are "ready", or several grade levels and then gradually expand.

Schools use multi-grade classrooms, team teaching, integrated curriculum with team teaching, modified school calendar, and grouping students into heterogeneous "families." Curriculum adaptation, integrated curriculum, cooperative learning, classroom/behavioral management are all used. Staff development is a major activity. Principals meet monthly to discuss new materials and share results. The district's postings for new principal positions require an understanding/empathy for inclusionary practices. A parent trained by the local SAFE group is a part of the district's planning team.

The Regular Education Initiative Teacher Survey is used as an evaluation tool, along with monitoring of student progress. A "key features" indicators is being developed, focussing on degree of inclusion in the school; degree of implementation of strategies that foster inclusion; staff development needs; and attitudes of parents, teachers, other staff, and students.

Additional expenses include in-service activities and the inclusion facilitator. The district's in-service programs are offered to other school districts and are money makers, which is then returned to support the inclusion program. Annual restructuring reports from each building to the Board of Education highlight the inclusion program, and present an action plan for expansion of the program.

Issaquah School District
565 N.W. Holly
Issaquah, WA 98027
(206) 557-7000
Superintendent: William Steuart

*The inclusion program began in Issaquah in 1992 with three students. Currently, of the ten elementary schools in the district, there are inclusion programs in eight, serving twenty-eight students with a full range of disabilities. Students are assigned to a non-special education teacher, usually no more than one student per teacher. A certified special education teacher works with the non-certified teacher in implementing the student's IEP, to modify curricula material and suggest instructional strategies. Related services are being provided in regular classrooms, and educational assistants are taking on an enhanced role. Parental response has

been positive, as general education students benefit from the enhanced services in the classroom. Net costs have not increased. Circles of Friends activities have been used to enhance the success of the inclusion program.

Lake Washington School District
10903 N.E. 53rd Street
Kirkland, WA 98053
(206) 828-3200
Superintendent: L.E. Scarr

***Inclusion activities take place in this suburban school district at the Emily Dickinson Elementary school.**

Monroe School District #103
Fremont and Ferry
Monroe, WA 98272
(206) 793-7777
Superintendent: William Prenevast

Moses Lake School District
1318 West Ivy
Moses Lake, WA 98837
(509) 766-2650
Superintendent: Ben Edlund

Mount Baker School District
PO Box 95
Deming, WA 98244
(206) 592-3303
Superintendent: Pat Bieber

Mount Vernon School District
124 Lawrence
Mt. Vernon, WA 98273
(206) 428-6110
Superintendent: Delores Gibbons

> *The inclusion program at Centennial Elementary School has been supported by faculty at Washington State University. Initially a half day inclusion program, the program expanded to a full day, upon the request of the teachers who felt that their students were missing too much being in separate classes for half of the day. A former special education teacher (also the parent of a child with severe disabilities) serves as support services teacher, providing support to sixteen children and their parents, nine teachers, and 5 paraeducators. She meets weekly with each teacher to discuss their students progress, as well as working for at least an hour in each classroom, coteaching or providing release to the teacher. Meetings are held daily with the paraeducators to discuss student progress, plan material use, adaptations, and parallel instruction as needed. The school has established an inclusion team consisting of all teachers, paraeducators, the principal, and the support services teacher; it meets weekly to discuss success stories, housekeeping, and concerns. IEPs are cowritten by the entire team with parents playing a very active part. For the most part, related services are provided within the classroom. The MAPS process is used for future planning. An inclusion program also operates at the Washington Elementary School. And the middle school and high school are developing inclusion programs.

Naches Valley School District
PO Box 99
Naches, WA 98937
(509) 457-8592
Superintendent: Nick Eddy

> *Students are included in the kindergarten, with the developmentally-delayed teacher working collaboratively with the regular teacher.

North Mason School District
P.O. Box 167
Belfair, WA 98528
(206) 275-2882
Superintendent: Marie Pickel

Northshore School District #417
18315 Bothwell Way, N.E.
Bothell, WA 98011
(206) 489-6353
Superintendent: Dennis Ray

Oak Harbor School District
1250 Midway Boulevard
Oak Harbor, WA 98277
(206) 679-5800
Superintendent: Rick Schulte

Olympia Public Schools
6530 33rd Avenue
Olympia, WA 98502
(206) 866-2515
Superintendent: Raymond Phillips

*In the district's newer elementary schools, the adoption of inclusion is reflected in the fact that special education teachers no longer have classrooms; rather, they are assigned to offices and work in the general classrooms.

Capital High School is one of the district's high schools; it serves 1,388 students, of whom 7% are in special education.

In 1978, the "Willows" program began the process of including students with disabilities. In 1983, some of the students with disabilities were included in regular programs. In 1990, a transition program was developed, with special education teachers working in the general education classroom. In 1991, all tracking was eliminated except for reading and math classes.

Time for planning between general education and special education teachers is provided through the use of floating substitutes. Mentor and tutoring teams are used. As necessary, educational assistants with content area specialties are provided for students with disabilities.

The district's inclusion program has been so successful that increasingly general education teachers no longer saw the need to "identify" students and to refer them for special education services. Given the state's funding formula, this meant that the necessary resources that made inclusion possible were no longer available. With a commitment from the school system to continue the inclusion program, parents were willing to have the district "identify" their children, in order to get the needed funds!

Riverview School District #407
32240 N.E. 50th Street
Carnation, WA 98014
(206) 333-4115
Superintendent: J. Clifton Ernst

Seattle School District
815 North Fourth Avenue
Seattle, WA 98109
(206) 398-7100
Superintendent: William Kendrick

*Inclusion activities take place at several of the district's schools, including the Lawton Elementary School as a pilot.

South Kitsap School District #402
1962 Hoover Avenue
Port Orchard, WA 98366
(206) 876-7300
Superintendent: Dewayne Glower

Takhoma School District
25720 Maple Valley-Black Diamond Road, S.E.
Maple Valley, WA 98038
(206) 432-4481
Superintendent: Michael Mayanski

*General and special education teachers collaborate with monthly scheduled planning time. "Jump Start" is a morning program, offered to all students, which involves previewing, pre-teaching, reviewing, re-teaching of classroom curricula. This enables students to get a "jump start" on the day to assure continuous academic success in the general education classroom.

University Place Primary School District
8805 44th Street, West
Tacoma, WA 98466
(206) 566-5620
Superintendent: Don Krag

Vancouver School District
605 North Devine Road
Vancouver, WA 98661
(206) 696-7000
Superintendent: James Parsley

> ***The Ogden Elementary school provides services to all students in its neighborhood in a blended/inclusionary model. Special education, chapter, and general education teachers provide services to all students. All students are included in a general education classroom. Small group instruction is provided to all students who need it. Staff assistant time is provide to those students who need extra help in adapting materials, providing individual help, and monitoring behavior. Project activities are a central focus for all students.**

West Valley School District #363
7401 East Mission
Spokane, WA 99212
(509) 921-2160
Superintendent: Dave Smith

West Virginia

A state Department of Education Integrated Educational Initiative Plan (1992) guides activities, which includes systematic planning and collaborative efforts. The Plan commits the state to provide technical assistance to promote a unified system that fosters integration; maintaining positive partnerships with families, communities, and local schools; providing comprehensive training that supports integrated education; utilizing student-based funding that encourages integrated education; and implementing an accountability system to measure the outcomes of the Plan.

Lincoln County Board of Education
Main & Lynn Streets
Hamlin, WV 25571
(304) 824-3033
Superintendent: Dallas Kelly

*Inclusion program began in 1993-94 at the Atenville and Ferrelsburg Schools. Forty students, grades K-6, are involved. Among the practices used to facilitate inclusion are a whole language approach to the teaching of reading, cooperative learning, ungraded primary schools, alternative grading practices and use of portfolio assessments, incorporation of learning strategies into the daily delivery of curricula material, joint planning between general and special education staff, teaming as a major way to deliver curriculum. Staff development has been on a continuous basis, as well as through teacher academies and free tuition for university graduate-level classes.

Wisconsin

A statewide inclusion initiative commits $500,000 per year for three years (beginning in 1993). The goal is to develop and test hypotheses related to inclusion. Additionally, a Statewide Systems Change grant supports model site development, an annual leadership institute, regional training teams and consultant banks, an interuniversity training consortium, a parent-to-parent network, materials production and dissemination, and a statewide coordinating group.

Madison Metropolitan School District
545 West Dayton Street
Madison, WI 53703
(608) 266-6232
Superintendent: Cheryl Wilhoyte

*At the Jefferson Middle School students with severe disabilities are supported in sixth and seventh grades classrooms through use of curriculum adaptations.

Milwaukee Public Schools
5225 West Vilet Street
Milwaukee, WI 53208
(414) 475-8001
Superintendent: Howard Fuller

*A 1985 study which revealed the lack of progress of students labelled as LD in separate classes led the special education staff to begin the movement toward integrated classes. Milwaukee uses the team teaching model. A group of general education teachers, special education teachers, and special education paraprofessionals assume joint responsibility for students previously taught separately. A team of consulting teachers works throughout the district with schools developing inclusion programs.

Wyoming

Wyoming is a local control state with no state mandates regarding curriculum, textbook adaptation, educational standards or policies regarding matters such as inclusion. Individual districts implement IDEA's LRE and FAPE requirements, including inclusive programs.

The state director of special education is:
Judy Minier,
Hathaway Building,
2300 Capital Avenue,
Cheyenne, WY 82002.
(307) 777-7414

VII. District Listings by State

ALABAMA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Coosa County	P.O. Box 118	Goodwater	AL 35072	(205) 839-6318	Larry Hardman
Florence City Schools	541 Riverview Drive	Florence	AL 35630	(205) 764-8421	Edison Barney
Gadsden City	901 Raley Street	Gadsden	AL 35903	(205) 492-4952	Fred Taylor
Lawrence County	412 Main Street	Mouton	AL 35650	(205) 905-2450	Patrick Graham
Mobile County Public Schools	6201 Swedeton Road	Theodore	AL 36582	(205) 653-8121	Paul Sousa
Shelby County	5640 Chaba Valley Road	Birmingham	AL 35242	(205) 980-3630	Linda Nolen

ALASKA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Anchorage School District	PO Box 196614	Anchorage	AK 99519	(907) 333-9561	Bob Christal
Kenai Peninsula Borough School District	148 North Binkley Street	Soldotna	AK 99669	(907) 262-4478	Walter Bromenschenkel

ARIZONA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Catalina Foothills School District	2101 East River Road	Tucson	AZ 85718	(602) 299-6446	David Ackerman
Paradise Valley Unified School District	15002 North 32nd Street	Phoenix	AZ 85032	(602) 867-5100	James Jurs
Sahuarita School District	P.O. Box 26	Sahuarita	AZ 85629	(602) 625-3502	Donald Wright

ARKANSAS

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Bentonville Public Schools	400 N.W. 2nd Street	Bentonville	AR 72712	(501) 271-1100	Louis Halloway
El Dorado Public Schools	200 West Oak	El Dorado	AR 71730	(501) 864-5001	Robert Watson
Hunstville Public Schools	14 F Street	Huntsville	AR 72740	(501) 738-2011	Chester Woodruf
Little Rock Public Schools	810 West Markham Avenue	Little Rock	AR	(501) 324-2000	Henry Williams
Vilonia Public Schools	PO Box 160	Vilonia	AR 72713	(501) 796-2113	Frank Mitchell

CALIFORNIA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Cajon Valley Union School District	189 Roanoke Road	La Cajon	CA 92022	(619) 588-3005	Dennis Smith
Colusa County Office of Education	146 7th Street	Colusa	CA 95932	(916) 458-0350	JoAnn Saltzer
Colusa Unified School District	400 Freemont	Colusa	CA 95932	(916) 458-5853	Jim Mark
El Dorado County Office of Education	6767 Green Valley Road	Placerville	CA 95662	(916) 622-7130	Ken Lowry
Lassen County SELPA	4th Street	Susanville	CA 96130	(916) 257-8200	Mark Evans
Lemoore Union High School District	101 East Bush Street	Lemoore	CA 93245	(209) 924-6600	William Black
Napa Valley Unified School District	24525 Jefferson Street	Napa	CA 94558	(707) 253-6904	John Giyves
San Fransisco Unified School District	135 Van Ness Avenue	San Fransisco	CA 94102	(415) 241-6401	Waldemar Rojas
San Lorenzo Valley U.S.D.	6134 Highway 9	Felton	CA 95018	(408) 335-4701	Andrew Meyer
San Ramon Valley Unified School District	699 Old Orchard Drive	Danville	CA 94526	(510) 837-1511	Brefka Vos
Shasta County Office of Education	1644 Magnolia Drive	Redding	CA 96001	(916) 225-0200	Charlie Menohar
Yola County Office of Education	526 B Street	Davis	CA 95616	(916) 757-5300	Floyd Fenocchio

COLORADO

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Adams County School District # 14	4720 East 69th Avenue	Commerce City	CO 80022	(303) 288-9715	George Straface
Boulder Valley Schools	6500 East Arapahoe	Boulder	CO 80303	(303) 666-6562	Dean Damon
Denver Public Schools	900 Grant Street	Denver	CO 80203	(303) 764-3300	Evie Dennis
Weld County School District	811 Fifteenth Street	Greeley	CO 80631	(303) 352-1543	John D. Pacheco

CONNECTICUT

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Canton School District	39 Dyer Avenue	Collinsville	CT 06022	(203) 693-7704	David Quattropani
Coventry School District	78 Ripley Hill Road	Coventry	CT 06238	(203) 742-7317	Michael Malinoski
East Haddam School District	PO Box 401	Moodus	CT 06469	(203) 873-1429	Daniel Thompson
Fairfield School District	Stillson Road	Fairfield	CT 06430	(203) 255-8371	Carol Harrington
Glastonbury School District	232 Williams Street	Glastonbury	CT 06033	(203) 633-5231	Jacqueline Jacoby
Granby School District	11 North Grande Road	Granby	CT 06035	(203) 844-6075	John Burgess
Killingly Public Schools	PO Box 210	Danielson	CT 06239	(203) 774-9034	David Cressy
Mansfield School District	4 South Eagleville Road	Mansfield	CT 06268	(203) 429-3349	Gordon Schimmel
Milford Board of Education	Parsons Complex, 70 West River Road	Milford	CT 06460	(203) 783-3410	Mary Jo Kramer
Monroe School District	375 Monroe Turnpike	Monroe	CT 06468	(203) 268-5857	Norman Michaud
New Britain School District	1 Liberty Square	New Britain	CT 06051	(203) 827-2200	Paul Sequeira
New Milford School District	50 East Street	New Milford	CT 06776	(203) 355-8406	Thomas Mulvihill
Simsbury School District	933 Hop Meadow Street	Simsbury	CT 06070	(203) 651-3361	Joseph Townsley
South Windsor School District	1737 Main Street	South Windsor	CT 06074	(203) 291-1200	Joseph Wood
Trumbull Public Schools	6254 Main Street	Trumbull	CT 06611	(203) 261-3801	Edwin Merritt
West Hartford School District	28 South Main Street	West Hartford	CT 06107	(203)523-3500	John Battles

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Wilton School District	PO Box 277	Wilton	CT 06897	(203) 762-3381	David Clune
Windham School District	322 Prospect Street	Willimantic	CT 06226	(203) 423-8029	Patrick Proctor

DELAWARE

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Christina School District	83 East Main Street	Newark	DE 19711	(302) 454-2200	Iris Mets

DISTRICT OF COLUMBIA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
District of Columbia Public Schools	415 12th Street N.W	Washington	DC 20004	(202) 724-422	Franklin Smith

FLORIDA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS					
SCHOOL NAME	**ADDRESS**	**CITY**	**STATE**	**PHONE**	**SUPERINTENDENT**
Osceola County School District	817 Bell Beck Boulevard	Kissimmee	FL 34744	(407) 870-4008	Chris Colombo
Pasco County School District	7227 Land O'Lakes Boulevard	Land O'Lakes	FL 34639	(813) 996-3600	Thomas Weightman
Volusia County School District	200 North Clara Avenue, P.O. Box 2118	DeLand	FL 32721	(904) 734-7180	Joan Kowal

GEORGIA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Bartow County Board of Education	P.O. Box 200007	65 Gilreath Road N.W.	Cartersville	GA 30120	(404) 382-3813
Gwinnett County Public Schools	P.O. Box 343	Lawrenceville	GA 30246	(404) 963-8651	George Thompson

HAWAII

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Hawaii Department of Education	P.O. Box 2360	Honolulu	HI 96804	(808) 586-3230	Herman Aizawa

IDAHO

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Boise Independent School District	1207 Fort Street	Boise	ID 83702	(208) 338-3400	Tony Dennis

ILLINOIS

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Chicago Public Schools	1819 West Pershing Road	Chicago	IL 60609	(312) 535-8000	Argie Johnson
DeKalb School District #428	145 Fisk Avenue	DeKalb	IL 60115	(815) 754-2350	Robert Williams
Flossmoor School District #161	2810 School Street	Flossmoor	IL 60422	(708) 798-2651	Thomas Moore
Genoa-Kingston CUSD #424	941 West Main Street	Genoa	IL 60135	(815) 784-5111	Gregory Sanka
Hanover Park Elementary District #20	5540 Arlington Drive	Hanover Park	IL 60103	(708) 894-2250	Robert Snyder
Indian Prairie CUSD #204	PO Box 3990	Naperville	IL 60567	(708) 851-6161	Thomas Scullen
Keeneyville Elementary District #20	5540 Arlington Drive East	Hanover Park	IL 60103	(708) 354-5730	Robert Snyder
LaGrange Area Department of Special Education	1301 West Cossitt Avenue	LaGrange	IL 60525	(708) 354-5730	Howard Blackman
Mahomet-Seymour CUSD #3	101 North Division Street	Mahomet	IL 61853	(217) 586-2161	Leon Rodgers
New Simpson Hill School District	Route 1 P.O. Box 142	Tunnell Hill	IL 62991	(618) 997-1317	Thomas Oates
Oakbrook/Butler # 53	York Road	Oakbrook	IL 60521	(708) 573-2760	Robert Lee
Orland School District #135	15100 South 94th Avenue	Orland Park	IL 60462	(708) 349-5706	Thomas Pauley
Rantoul City Schools #137	400 East Wabash Avenue	Rantoul	IL 61866	(217) 893-4171	David Glisson
Sycamore School District # 427	245 West Exchange Street	Sycamore	IL 60178	(815)895-4512	Robert Hammon
West Chicago Elementary Schools District 33	312 East Forest Avenue	West Chicago	IL 60185	(708) 293-6000	John Hennig

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Wheaton CUSD #200	130 West Park Avenue	Wheaton	IL 60187	(708) 682-2000	E. James Travis
Winfield School District #34	150 Winfield Road	Winfield	IL 60190	(708) 260-2380	Cal Roesner
Woodridge Elementary District #68	7925 Janes Avenue	Woodridge	IL 60517	(708) 985-7925	Allen McCowan

INDIANA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Bloomington Public Schools	315 North Drive	Bloomington	IN 47401	(812) 330-7700	Jack Bowman
Clark County Special Education Cooperative	2710 Highway 62	Jeffersonville	IN 47130	(812) 283-0701	Ann Schnepf
Lawrenceburg Community Schools	One Stadium Lane	Lawrenceburg	IN 47025	(812) 537-7200	T.R. Ellis
North Spencer County School Corporation	PO Box 316	Lincoln City	IN 47523	(812) 937-2400	Ronald Etienne

IOWA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Cedar Falls Community Schools	1002 West First Street	Cedar Falls	IO 50613	(319) 277-8800	Daniel Smith
Cedar Rapids School District	346 2nd Avenue S.W.	Cedar Rapids	IO 52404	(319) 398-2223	Steve Chamblis
Des Moines Public Schools	1800 Grand Avenue	Des Moines	IO 50309-3382	(614) 242-7714	Gary Wegenke
Marshalltown Public Schools	317 Columbus Drive	Marshalltown	IO 50158	(515) 754-1000	Steve Williams
Storm Lake Community Schools	419 Lake Avenue	Storm Lake	IO 50588	(712) 732-8060	Bill Kruse

KANSAS

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Butler County School Board Council	1518 West 6th Street	El Dorado	KS 67042	(316) 321-2780	John Heim
East Central Kansas Cooperative in Education Interlocal District #614	717 High Street	Baldwin City	KS 66006	(913) 594-2737	Caren Lowe
McPherson County Special Education Cooperative	514 North Main	McPherson	KS 67460	(316) 241-1650	John Black
Parsons District Schools	2900 Southern	Parsons	KS 67357	(316)421-5950	John Hetlinger
Shawnee Mission Public Schools	7235 Antioch	Shawnee Mission	KS 66204	(913) 831-1900	Marjorie Kaplan
South Central Kansas Special Education Cooperative	P.O. Box 177	Iuka	KS 67066	(316) 546-2227	Bruce Givens

KENTUCKY

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Kenton County Board of Education	Kenton Lands Road	Erlanger	KY 41011	Neil Stigelmeyer	
Pulaski County School System	P.O. Box P	Somerset	KY 42502	(606) 679-1123	Bert Minton

LOUISIANA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
LaFourche Parish School Board	P.O. Box 879	Thibodaux	LA 70302	(504) 446-5631	Eddie Blanchard Jr.
St. Bernard Parish Schools	67 East Chalmette	Chalmette	LA 70043	(504) 271-5774	Daniel Dasre
West Feliciana Parish Schools	PO Box 1910	St. Francisville	LA 70775	(504) 635-3891	Lloyd Lindsey

MAINE

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Maine S.A.D. # 4		Benton	ME 04937	(207) 453-4200	Edwin Fabian
MSAA School District #75	122 Main Street P.O. Box 475	Tosham	ME 04086	(207) 729-9961	Michael Wilhelm
Waterville School District	21 Gilman Street	Waterville	ME 04901	(207) 873-4281	Albert Hall

MARYLAND

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Board of Education of Allegany County	108 Washington Street	Cumberland	MD 21502	(301) 759-2000	Harold Witstanley
Anne Arundel County Public Schools	2644 Riva Road	Annapolis	MD 21401	(410) 222-5000	C. Berry Carter II
Board of Education of Baltimore County	6901 North Charles Street	Towson	MD 21204	(410) 887-4281	Stuart Berger
Board of Education of Carroll County	55 North Court Street	Westminster	MD 21157	(410) 848-8280	Edward Shilling
Board of Education of Cecil County	201 Booth Street	Elkton	MD 21921	(410) 996-5499	Jerry Kunkle
Board of Education of Charles County	P.O. Box D	LaPlata	MD 20646	(301) 932-6610	Bob Carter
Board of Education of Dorchester County	P.O. Box 619	Cambridge	MD 21613	(410) 228-4747	Spicer Bell
Board of Education of Frederick County	115 East Church Street	Frederick	MD 21701	(301) 694-1310	Daniel Gadra
Board of Education of Howard County	10910 Route 108	Ellicott City	MD 21042	(410) 313-6600	M.E. Hickey
Board of Education of Kent County	215 Washington Avenue	Chestertown	MD 21620	(410) 778-1595	James Lupis Jr.
Montgomery County Public Schools	850 Hungerford Drive	Rockville	MD 20850	(301) 279-3381	Paul Vance

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Board of Education of Talbot County	P.O. Box 1029	Easton	MD 21601	(410) 822-0330	J.San Meek
Board of Education of Washington County	PO Box 730 Commonwealth Avenue	Hagerstown	MD 21741	(301) 791-4198	Wayne Gersen

MASSACHUSETTS

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Andover Public Schools	Bartlett Street	Andover	MA 01810	(508) 470-1700	Mark McQuillan
Belmont Public Schools	644 Pleasant Street	Belmont	MA 02178	(617) 484-4048	Peter Holland
Boston Public Schools	26 Court Street	Boston	MA 02108	(617) 635-9000	Lois Jones
Brockton Public Schools	43 Crescent Street	Brockton	MA 02401	(508) 580-7511	Manthala George Jr.
Chelsea Public Schools	500 Broadway	Chelsea	MA 02150	(617) 889-8414	John Gawrys Jr.
Danvers Public Schools	64 Cabot Road	Danvers	MA 01923	(508) 777-4539	Richard Santeusanio
Erving Union #28 Public Schools	18 Pleasant Street	Millers Falls	MA 01349	(413) 659-3337	Leonard Rubinsky
Haverhill Public Schools	4 Summer Street	Haverhill	MA 01830	(508) 374-3400	Thomas Fowler
Springfield Public Schools	195 State Street	Springfield	MA 01102	(413) 787-7087	Peter Negroni

MICHIGAN

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Holt Public Schools	4610 Stattler Avenue	Holt	MI 48842	(517) 694-0401	Mark Maksimowicz

MINNESOTA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
St. Cloud Community Schools District #742	628 Roosevelt Road	St. Cloud	MN 56303	(612) 253-93333	Ronald Jandura
St. Croix River Education District	P.O. Box 637 425 South Dane Avenue	Rush City	MN 55069	(612) 358-3616	Gary Germann

MISSISSIPPI

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
State Education Department	PO Box 771	Jackson	MS 39205	(601) 359-3498	Carolyn Black

MISSOURI

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Kansas City School District	1211 McGee Street	Kansas City	MO 64106	(816) 871-7000	Walter Marks
Frances Howell School District	4545 Central School Road	St. Charles	MO 63304	(314) 441-0088	John Oldani
Park Hill School District	7703 N.W. Barry Road	Kansas City	MO 64153	(816) 871-7600	Walter Markas
The Special School District of St Louis County	12110 Clayton Road	Town and Country	MO 63131	(314) 569-8100	Ronald Recore

MONTANA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Corvalis School District	P.O. Box 700	Corvalis	MT 59828	(406)961-4211	K.W. Maki

NEBRASKA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Lincoln Public Schools	5901 O Street	Lincoln	NE 68501	(402) 436-1000	Philip Schoo

NEVADA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Douglas County School District	PO Box 1888	Minden	NV 89423	(702) 782-5131	Pendrey Clark

NEW HAMPSHIRE

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Haverhill Cooperative	35 South Court Street	Woodsville	NH 03785	(603) 747-2701	Douglas McDonald
Lebanon School Administration Unit #32	84 Hanover Street	Lebanon	NH 03766	(603) 448-1634	John Fontana
Salem School District	38 Geremonty Drive	Salem	NH 03079	(603) 893-7040	Phil Boucher
Souhegan School District	PO Box 849	Amherst	NH 03031	(603) 673-2690	Rick Lalley
Governor Wentworth Regional School District	Main Street	Wolfeboro	NH 03894	(603) 569-1658	Sherwood Fleury

NEW JERSEY

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Bernardsville	25 Olcott Avenue	Bernardsville	NJ 07924	(908) 953-2150	Richard Noonan
Clinton Township School District	11 Humphrey Road, P.O. Box 6	Annadale	NJ 08801	(908) 735-4145	Richard Byrnes
Collingswood School District	200 Lee Avenue	Collingswood	NJ 08108	(609) 692-5700	Adam Pheffer
East Brunswick Public Schools	760 Route 18	East Brunswick	NJ 08816	(908) 613-6705	Jon Kopko
East Orange School District	715 Park Avenue	East Orange	NJ 07017	(201) 266-5757	John Howard Jr.
East Windsor School District	Stockton Street	Highstown	NJ 08520	(609) 443-7704	David Witmer
Haddon Heights School District	300 Second Avenue	Haddon Heights	NJ 08035	(609) 547-1412	Edward Snyder
Haddonfield School District	1 Lincoln Avenue	Haddonfield	NJ 08033	(609) 429-4130	Barry Ersek
Highland Park Public Schools	435 Mansfield Street	Highland Park	NJ 08904	(908) 572-6990	Peter Bastardo
Metuchen Public Schools	576 Middlesex Avenue	Metuchen	NJ 08840	(908) 321-8710	Gennaro Lepre
Mine Hill Township Canfield Avenue School	Canfield Avenue	Mine Hill	NJ 07801	(201) 366-0590	Ernest Palestis
Princeton Regional Schools	25 Valley Road	Princeton	NJ 08540	(609) 924-9322	Richard Willever
Roselle Park School District	500 Larch Street	Roselle Park	NJ 07204	(908) 245-1197	Bell Clarke
Scotch Plains School District	Evergreen & Cedar Streets	Scotch Plains	NJ	(908) 232-6161	Carol Choye
Stillwater Township Schools	P.O. Box 12	Stillwater	NJ 07875	(201) 383-6171	S. William Shelton

NEW JERSEY

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Bernardsville	25 Olcott Avenue	Bernardsville	NJ 07924	(908) 953-2150	Richard Noonan
Clinton Township School District	11 Humphrey Road, P.O. Box 6	Annadale	NJ 08801	(908) 735-4145	Richard Byrnes
Collingswood School District	200 Lee Avenue	Collingswood	NJ 08108	(609) 692-5700	Adam Pheffer
East Brunswick Public Schools	760 Route 18	East Brunswick	NJ 08816	(908) 613-6705	Jon Kopko
East Orange School District	715 Park Avenue	East Orange	NJ 07017	(201) 266-5757	John Howard Jr.
East Windsor School District	Stockton Street	Highstown	NJ 08520	(609) 443-7704	David Witmer
Haddon Heights School District	300 Second Avenue	Haddon Heights	NJ 08035	(609) 547-1412	Edward Snyder
Haddonfield School District	1 Lincoln Avenue	Haddonfield	NJ 08033	(609) 429-4130	Barry Ersek
Highland Park Public Schools	435 Mansfield Street	Highland Park	NJ 08904	(908) 572-6990	Peter Bastardo
Metuchen Public Schools	576 Middlesex Avenue	Metuchen	NJ 08840	(908) 321-8710	Gennaro Lepre
Mine Hill Township Canfield Avenue School	Canfield Avenue	Mine Hill	NJ 07801	(201) 366-0590	Ernest Palestis
Princeton Regional Schools	25 Valley Road	Princeton	NJ 08540	(609) 924-9322	Richard Willever
Roselle Park School District	500 Larch Street	Roselle Park	NJ 07204	(908) 245-1197	Bell Clarke
Scotch Plains School District	Evergreen & Cedar Streets	Scotch Plains	NJ	(908) 232-6161	Carol Choye
Stillwater Township Schools	P.O. Box 12	Stillwater	NJ 07875	(201) 383-6171	S. William Shelton

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Union City School District		Union City	NJ	(201) (348-5851	Thomas Hithton

NEW MEXICO

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Albuquerque Public Schools	725 University Boulevard S.E.	Albuquerque	NM 87120	(505) 842-3633	Jack Bobroff

NEW YORK

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Elmont Union Free School District	Elmont Road	Elmont	NY	(518) 326-5501	Gerald Lauber
Farmingdale School District	50 VanCott Avenue	Farmingdale	NY 11735	(516) 752-6510	Gerard Dempsey
Hauppauge Public Schools	600 Townline Road	Hauppague	NY 11788	(516) 265-3630	Robert Parry
Irvington Public Schools	40 North Broadway	Irvington	NY 10533	(914) 591-8500	Steven Fisher
Johnson City Central School District	666 Reynolds Road	Johnson City	NY 13790	(607) 770-1200	Larry Rowe
Kingston City Schools	61 Crown Street	Kingston	NY 12401	(914) 339-3000	William A. LeDoux
Manhasset School District	200 Memorial Place	Manhasset	NY 11030	(516) 627-4400	Maria Petraglia
New York City Public Schools	110 Livingston Street	Brooklyn	NY 11201	(718) 935-5020	Raymond Cortines
Pittsford Public Schools	Sutherland Street	Pittsford	NY 14534	(718) 385-6011	John O'Rourke
Seaford School District	Washington Avenue	Seaford	NY 11783	(516) 783-0711	Dwayne Poll
Syracuse Public Schools	725 Harrison Street	Syracuse	NY 13210	(315) 435-4164	Robert DeFlorio
Ticonderoga Public Schools	351 Amherst Avenue	Ticonderoga	NY 12883	(518) 585-6674	Robert Collins
White Plains Public Schools	5 Homeside Lane	White Plains	NY 10605	(914) 422-2000	Saul Yanofsky
Williamsville Central School District	415 Lawrence Bell Drive	Williamsville	NY 14231	(716) 626-8010	Francis Murphy
Yorkshire-Pioneer C.S.D.	P.O. Box 579	Yorkshire	NY 14173	(716) 492-4066	David Kurzawa

NORTH CAROLINA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Reidsville City Schools	920 Johnson Street	Reidsville	NC 27320	(919) 342-4201	Craig Leviner

NORTH DAKOTA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Department of Public Instruction	600 East Boulevard Avenue 10th Floor Capital Building	Bismarck	ND 58505	(701) 224-2260	Gary Greenberg

OHIO

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Berea City School District	390 Fair Street	Berea City	OH 44017	(216) 243-6000	Terry Krizak
Brunswick City School District	3643 Center Road	Brunswick	OH 44212	(216) 225-7731	Edward Myracle
Columbus Public Schools	270 East State	Columbus	OH 43215	(614) 365-5000	Larry Mixon
Elyria City School District	355 Criwold Road	Elyria	OH 44035	(216) 284-8200	Lester Schultz
Edgewood City School District	3436 Edgewood Drive	Ashtabula	OH 44004	(216) 998-4411	Joseph Danatone
Hamilton County Office of Education	11083 Hamilton Avenue	Cincinnati	OH 45231	(513) 369-4700	J. Michael Brandt
Huber Heights City School District	5954 Longford Road	Huber Heights	OH 45424	(513) 237-6300	Richard Burke
Raven City School District	507 East Main Street	Rosana	OH 44266	(216) 296-9679	Philip Warner
Whitehall City School District	625 South Yearling Road	Whitehall City	OH 43213	(614) 235-2385	Jack Conrath

OKLAHOMA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Ft. Gibson Public Schools	PO Box 280	Ft. Gibson	OK 74434	(918) 478-2474	Earl Garrison
Jenks Public Schools	205 East B Street	Jenks	OK 74037	(918) 299-4411	Kirby Lehman
Ponca City Schools	PO Drawer 271	Ponca City	OK 64602	(405) 767-8000	Wynona Winn
Union Public Schools	5656 South 129th East Avenue	Tulsa	OK 74134	(918) 459-5432	Timothy Jenney

OREGON

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Cottrell School District	36225 SE Proctor Road	Boring	OR 97009	(503) 668-5521	Joanne Yatvin
Gresham School Districts	1331 NW Eastman Parkway	Gresham	OR 97030	(503) 669-2450	Zeno Katterle
Lincoln County School District	P.O. Box 1110	Newport	OR 97365	(503) 265-9211	Skip Liebertz
Ontario Public Schools	195 Southwest 3rd Avenue	Ontario	OR 97914	(503) 889-5374	J. David Cloud
Tigard Tualatin School District #23J	13137 S.W. Pacific Highway	Tigard	OR 97223	(503) 684-2201	Russ Joki

PENNSYLVANIA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
The School District of City of Allentown	31 South Penn Street	Allentown	PA 18105	(215) 820-2211	Diane Scott
Central Susquehana Intermediate Unit	PO Box 213	Lewisburg	PA 17837	(717) 523-3220	William Tork
Delaware Valley School District	HC 77 Box 379A	Milford	PA 18337	(717) 296-6431	James Melody
Hampton Township School District	4482 Mt. Royal Boulevard	Allison Park	PA 15101	(412) 486-6000	Kenneth Scholtz
Huntingdon Area School District	2400 Cassady Avenue	Huntingdon	PA 16652	(814) 643-4140	Derry Stufft
Northern Bedford County School District	HCR #1	Loysburg	PA 16659	(814) 766-2221	Lanny Ross
Pittsburg School District	341 South Bellfield Avenue	Pittsburg	PA 15213	(412) 622-3775	Louise Brennan

RHODE ISLAND

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Newport Public Schools	437 Broadway	Newport	RI 02840	(401) 847-2100	Donald Deaudette
Wakefield Public Schools	307 Curtis Corner Road	Wakefield	RI 02879	(401) 792-9681	Arthur Campbell
Westerly Public Schools	44 Park Avenue	Westerly	RI 02891	(401) 596-0315	Andrew Carrano

SOUTH CAROLINA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Office of Exceptional Children	1429 Senate Street Room 505 Rutledge Building	Columbia	SC 29201	(803) 734-8465	Ora Stann

SOUTH DAKOTA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Flandreau School District	600 1st Avenue West	Flandreau	SD 57028	(605) 997-3263	Mark Forte
Mitchell School District	PO Box 7760	Mitchell	SD 57301	(605) 995-3021	John Christiansen
Rapid City School District	300 6th Street	Rapid City	SD 57701	(605) 394-4031	Maurice Haugland
Sioux Falls School District	PO Box 5051	Sioux Falls	SD 57117	(605) 331-7956	Jack Keegan
Spearfish School District	400 East Hudson Street	Spearfish	SD 57783	(605) 642-5711	Jim Anderson
Todd County School District	PO Box 87	Mission	SD 57555	(605) 856-2626	Richard Bordeaux

TENNESSEE

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Bradley County School District	P.O. Box 399	Cleveland	TN 37364	(615) 476-0620	Jerry Frazier
Knox County School District	P.O. Box 2188	Knoxville	TN 37901	(615) 594-1620	Allen Morgan
Rutherford County School District	502 Memorial Boulevard	Mufreesboro	TN 37129	(615) 893-5812	Elam Carlton
Weakley County School District	Courthouse	Dresden	TN 38225	(901) 364-2247	Richard Barber

TEXAS

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Austin Independent School District	1111 West 6th Street	Austin	TX 78703	(512) 499-1700	Terry Bishop
Belton Independent School District	PO Box 269	Belton	TX 76513	(817) 939-1881	Joe Dirtle
Coppell Independent School District	200 S. Denton Road	Coppell	TX 75019	(214) 471-1111	W.O. Echols
Corpus Christi I.S.D.	PO Drawer 110, 801 Leopard	Corpus Christi	TX 78403	(512) 886-9200	Abelardo Saanedra
Dallas Independent School District	3700 Ross Avenue	Dallas	TX 75204	(214) 841-4101	Chet Woolery
Fort Bend Independent School District	PO Box 1004	Sugarland	TX 77487	(713) 980-1300	Ray Chopra
Grand Prairie Independent School District	4213 South Belt Line Road	Grand Prairie	TX 75052	(214) 264-6141	Marvin Crawford
Grapevine Colleyville Independent School District	3051 Ira A. Woods Avenue	Grapevine	TX 76051	(817) 488-9588	James Thompson
Henderson Independent School District	P.O. Box 728	Henderson	TX 75653	(903) 657-8511	Jerry Christian
Iraan-Sheffield Independent School District	PO Box	Iraan	TX 79744	(915) 639-2512	Bobby McCall
Katy Independent School District	PO Box 159	Katy	TX 77492	(713) 391-2184	Hugh Hayes
Lewisville Independent School District	1800 Timbercreek Road	Flower Mound	TX 75067	(214) 539-1551	Clayton Downing

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Lubbock Independent School District	5402 12th Street	Lubbock	TX 79415	(806) 766-0777	Mike Moses
Mansfield Independent School District	605 East broad Street	Mansfield	TX 76063	(817) 473-5600	Larry Blair
New Caney Independent School District	1 Eagle Drive	New Caney	TX 77357	(713) 354-1166	Jerry Hall
Richardson Independent School District	400 South Greenville	Richardson	TX 75081	(214) 301-3333	Wayne Johnson
Spring Branch Independent School District	955 Campbell Road	Houston	TX 77082	(713) 464-1511	Harold Guthrie
Wichita Falls I.S.D.	P.O. Box 2570	Wichita Falls	TX 76307	(817) 720-3100	Leslie Carnine

VERMONT

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Bakersfield School District	P.O. Box 17	Bakersfield	VT 05441	(802) 848-7888	Harvey Horowitz
Chittenden East School District	Bridge Street	Richmond	VT 05477	(802) 434-2128	Harry Boyden
Lyndon Town Schools	P.O. Box 101	East Haven	VT	(802) 626-5262	Norman Messier
Milton Graded School District	42 Herrick Avenue	Milton	VT 05468	(802) 893-3210	Janice Keffer
South Burlington School District	500 Dorset Street	South Burlington	VT 05403	(802) 658-9060	Bruce Chapman
Swanton Schools	21 Church Street	Swanton	VT. 05488	(802) 868-4967	Douglas Harris
Washington West Supervisory Union	P.O. Box 1065	Moretown	VT 05660	(802) 496-3742	Jim Aitchinson
Winooski School District	80 Normand Street	Winooski	VT 05404	(802) 655-0485	George Kross

VIRGINIA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Chesterfield County Public Schools	PO Box 10	Chesterfield	VA 23832	(804) 748-1497	Thomas Flynn
Montgomery County Public Schools	200 Jukin Street, P.O. Box 29	Christiansburg	VA 24073	(703) 382-5100	Herman Bartlett
Roanoke City Public Schools	P.O. Box 13145	Roanoke	VA 24031	(703) 981-2466	E. Wayne Harris

WASHINGTON

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Central Kitsap School District	PO Box 8	Silverdale	WA 98383	(206) 692-3100	Janet Barry
Entiat School District	2650 Entiat Way	Entiat	WA 9822	(509) 784-1911	Thomas Jentges
Ephrata School District 165	60 H Street S.E.	Ephrata	WA 98823	(509) 754-3538	Larry MacGuffie
Federal Way Public Schools	31405 18th Avenue South	Federal Way	WA 98003	(206) 941-0100	G. Richard Harris
Issaquah School District	565 N.W. Holly	Issaquah	WA 98027	(206) 557-7000	William Steuart
Lake Washington School District	10903 N.E. 53rd Street	Kirkland	WA 98053	(206) 828-3200	L.E. Scarr
Monroe School District #103	Fremont and Ferry	Monroe	WA 98272	(206) 793-7777	William Prenevast
Moses Lake School District	1318 West Ivy	Moses Lake	WA 98837	(509) 766-2650	Ben Edlund
Mount Baker School District	PO Box 95	Deming	WA 98244	(206) 592-3303	Pat Bieber
Mount Vernon School District	124 Lawrence	Mt. Vernon	WA 98273	(206) 428-6110	Delores Gibbons
Naches Valley School District	PO Box 99	Naches	WA 98937	(509) 457-8592	Nick Eddy
North Mason School District	P.O. Box 167	Belfair	WA 98528	(206) 275-2882	Marie Pickel
Northshore School District #417	18315 Bothwell Way N.E.	Bothell	WA 98011	(206) 489-6353	Dennis Ray
Oak Harbor School District	1250 Midway Boulevard	Oak Harbor	WA 98277	(206) 679-5800	Rick Schulte
Olympia Public Schools	6530 33rd Avenue	Olympia	WA 98502	(206) 866-2515	Raymond Phillips
Riverview School District #407	32240 N.E. 50th Street	Carnation	WA 98014	(206) 333-4115	J. Clifton Ernst
Seattle School District	815 North Fourth Avenue	Seattle	WA 98109	(206) 398-7100	William Kendrick
South Kitsap School District #402	1962 Hoover Avenue	Port Orchard	WA 98366	(206) 876-7300	Dewayne Glower

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Takhoma School District	25720 Maple Valley-Black Diamond Road S.E.	Maple Valley	WA 98038	(206) 432-4481	Michael Mayanski
University Place Primary School District	8805 44th Street West	Tacoma	WA 98466	(206) 566-5620	Don Krag
Vancouver School District	605 North Devine Road	Vancouver	WA 98661	(206) 696-7000	James Parsley
West Valley School District #363	7401 East Mission	Spokane	WA 99212	(509) 921-2160	Dave Smith

WEST VIRGINIA

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Lincoln County Board of Education	Main & Lynn Streets	Hamlin	WV 25571	(304) 824-3033	Dallas Kelly

WISCONSIN

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Madison Metropolitan School District	545 West Dayton Street	Madison	WI 53703	(608) 266-6232	Cheryl Wilhoyte
Milwaukee Public Schools	5225 West Vilet Street	Milwaukee	WI 53208	(414) 475-8001	Howard Fuller

WYOMING

THE DATABASE OF SCHOOL DISTRICTS AND THEIR SUPERINTENDENTS

SCHOOL NAME	ADDRESS	CITY	STATE	PHONE	SUPERINTENDENT
Hathaway Building	2300 Capital Avenue	Cheyenne	WY 82002	(307) 777-7414	Judy Minier

National Center on Educational Restructuring and Inclusion (NCERI)

The National Center on Educational Restructuring and Inclusion has been established to promote and support educational programs where all students are served effectively in inclusive settings.

Toward this goal, the National Center:

- Addresses issues of national and local policy
- Disseminates information about programs, practices, evaluation, and funding
- Provides training and technical assistance
- Builds a network of inclusion districts
- Identifies individuals with expertise in inclusion
- Conducts research
- Infuses inclusion into educational restructuring.

National Center on Educational
Restructuring and Inclusion
Dr. Dorothy Kerzner Lipsky, Director

The Graduate School and University Center
The City University of New York
33 West 42 Street
New York, NY 10036

Telephone: (212) 642-2656 or 2151
FAX: (212) 642-1972

National Center on Educational Restructuring and Inclusion

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The Graduate School and University Center The City University of New York